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ABSTRACT

Along with messages from the editor and CACD's president, this issue offers: (1) "Discrimination, Disability, and Cultural Considerations: Implications for Counselors (Brodwin, Hong and Soriano); (2) "New Majority Student Ratings of Counselor Utilization and Efficacy" (Aros and Harper); (3) School Counselors: An Endangered Species?" (Carlson); (4) "Effects of Exposure to Nontraditional Models on Third Grade Students' Career Aspirations and Sex-typing" (Trice); (5) "The Private Practice of Licensed Professional Counselors" (Snow and Dickman). The 25th anniversary special feature section includes: (1) "The Development of CACD: 25 Years of Activity and Accomplishment" (CACD Presidents); "An Interview with Dick Hoover on the Occasion of the 25th Anniversary of the California Association for Counseling and Development" (Olson); "CACD Celebrates 25 Years" (Wickwire). The "Features" section offers: (1) "Intake as Process" (Faiver); (2) "How to Be a Good Psychotherapy Patient" (Levy). Bibliographies are included. (BF)

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2555 East Chapman Avenue, Suite 201
Fullerton, CA 92631
(714) 871-6460

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California Association for Counseling and Development

CACD Journal

Volume 12 **1991-92**

The Editor's Message 1
Pat Nellor Wickwire

The CACD President's Message 3
Jackie Allen

Discrimination, Disability, and Cultural Considerations: Implications for Counselors 9
Martin G. Brodwin, George K. Hong, and Marcel Soriano

New Majority Student Ratings of Counselor Utilization and Efficacy 15
Jesse R. Aros and Calvin Walker Harper

School Counselors: An Endangered Species? 19
Nils S. Carlson, Jr.

Effects of Exposure to Nontraditional Models on Third Grade Student's Career Aspirations and Sex-typing 25
Ashton D. Trice

The Private Practice of Licensed Professional Counselors 31
Brent M. Snow and Marcia M. Dickman

A SPECIAL FEATURE

Silver Anniversary Salute

The Development of CACD: 25 Years of Activity and Accomplishment 41
The CACD Presidents

An Interview with Dick Hoover on the Occasion of the 25th Anniversary of the California Association for Counseling and Development 67
Gerald T. Olson

CACD Celebrates 25 Years 73
Pat Nellor Wickwire

FEATURES

Professional Practices in Counseling

Intake as Process 83
Christopher M. Faiver

The Personal Side of Counseling

How to Be a Good Psychotherapy Patient 87
David A. Levy

CACD Leadership Team Directory 91

CACD Journal Guidelines for Authors 93

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THE EDITOR'S MESSAGE

Pat Nellor Wickwire

In this issue of the *CACD Journal*, the authors support the 1991-92 theme, "Challenging, Leading, Serving for Societal Excellence," in emphasizing the many contributions of counseling to society.

CACD President Jackie M. Allen introduces this issue with a call for California counseling and development professionals to meet the challenge of a changing society.

Calling for sensitivity to the needs and rights of persons with disabilities, Martin G. Brodwin, George K. Hong, and Marcel Soriano discuss the impact of environment on the identification and understanding of disabilities. Jesse Aros and Calvin Walker Harper report the results of a survey on the utilization of counseling by a culturally diverse student body in a community college with a culturally diverse counseling staff.

Nils Carlson, Jr., stresses the importance of systematic development, design, leadership, and marketing in the creation and sustenance of school counseling programs. Ashton D. Trice reports the results of intervention on the career aspirations of third grade students.

Brent M. Snow and Marcia M. Dickman summarize the results of a statewide survey on the activities and the characteristics of licensed professional counselors.

The Silver Anniversary Special Feature Section honors the contributions of CACD in 25 years of service since the March 22, 1967, chartering of the state branch. The presidents of CACD relate happenings during their respective tenures. Gerald T. Olson presents an interview with CACD Executive Vice President Richard (Dick) Hoover. Pat Nellor Wickwire reviews headlines of happenings in CACD throughout the years. And, numerous groups and individuals offer their congratulations to CACD!

In the new feature, "Professional Practices in Counseling," Christopher M. Faiver recommends an approach to intake assessment. David A. Levy, in the continuing feature, "The Personal Side of Counseling," offers humor in citing dos and don'ts for patients as they relate to their therapists.

The *CACD Journal* is offered to all members as a professional and personal benefit. Do enjoy this issue! And, submit your manuscripts too!

CACD PRESIDENT'S MESSAGE

Jackie M. Allen

CACD: Challenging, Leading, Serving for Societal Excellence

The Silver Anniversary of the California Association for Counseling and Development (CACD) marks a significant milestone in the development of the counseling profession in California. The multifaceted services of CACD reach out to counseling professionals in career development, mental health counseling, school counseling, counselor education, and a variety of networks and specialties in counseling and guidance. The theme chosen for the 1992 Convention and 25th Anniversary Celebration emphasizes the accomplishments of the past and present and envisions CACD's potential for the future.

The Challenge

Marianne Mitchell, president of the American Association for Counseling and Development (AACD), has challenged counseling professionals to make counseling and human development the profession of the 1990s (Mitchell, 1991). President Bush and the Board of Governors have challenged America to strive for excellence in education by setting the nation's sights on six national goals and aiming for the year 2000 as a target date for realization of the education strategy "America 2000" (U. S. Department of Education, 1991). California Superintendent of Schools Bill Honig is working on elementary and high school reform documents. He recently emphasized that reorganization requires collaborative efforts among school personnel and also collaboration with the home, community, and business in order to address the expanding scope and complexity of student needs.

Each year a larger number of Americans are affected by societal ills. Dr. Mitchell has warned that America is a country which is sociologically and psychologically becoming "at risk" (Mitchell, 1991). Over 1.1 million children are affected by divorce annually. Six of 10 second marriages end up

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Jackie M. Allen is Counselor and School Psychologist, Fremont Unified School District, Fremont, California.

collapsing. Suicide is the third leading cause of death among youngsters. Fifty-four percent of children in female-headed families are living in poverty (Keese, 1990).

Abuse, violence, and crime are increasing at an accelerated rate. Over the past 20 years juvenile delinquency has increased 60%. Poverty and homelessness have rapidly increased in the last decade. The unemployment rate has escalated with a disproportionate unemployment rate in youth and minority populations (Mitchell, 1991).

Health issues demand attention. A rampant AIDS epidemic is affecting not only adults but a growing number of children. An increase in substance abuse continues to disrupt the family system. In 1988, the projected cost of alcohol abuse alone was 85.9 billion dollars in the United States (National Institute on Alcohol Abuse and Alcoholism, 1991). The health care needs of disabled and elderly citizens are challenging the social security and health care systems. The increasing number of "drug babies" entering the education system poses a unique challenge to serve their special needs.

Educational spending has steadily increased, but educational costs continue to exceed expenditures for education. California ranks 47th in the United States in per capita expenditures for its students. Test results have shown that reforms have not significantly affected student achievement over the past two decades (National Assessment of Educational Progress, 1990). Homework ranks far behind television viewing as an after-school pursuit. One of every six high school diplomas awarded in the United States each year is based on the General Educational Development Test (GED). Nevertheless, there is an overall decline in the number of 18-25 year-olds taking GED tests. High school dropout rates have continued to climb. Less than 1.3% of White, Black, and Hispanic potential GED candidates actually took the GED test in a recent year. The percentage of potential GED candidates dropping out of school due to pregnancy or marriage has tripled (Baldwin, 1990).

Herr (1989) concluded that four major factors will shape counseling for the next 10 years. First, he cited the economic climate and the effects of advanced technology. The growth of global interdependency is accelerating while Western civilization's dominance and, in particular, the predominance of American culture, politics, and economy, are declining. Second, the family structure is drastically changing. A variety of alternatives to the traditional nuclear family are emerging and adding to the stress on children, the educational system, and society. Third, there is growing pluralism and cultural diversity, particularly visible in California, where the minority is predicted to become the majority in 2010. And fourth, expanded perspectives on populations-at-risk demonstrate that one student in three is at risk. "At riskness" is defined not only in educational terms, but also in terms of health and employment. Counseling for at-risk populations includes educational, wellness, and career interventions.

Leadership

Counseling as a profession has come of age. The professionalization of counseling is evident in the growing movement for licensure and accreditation across the United States. Twenty-two states have licensed professional counselors and four states have certified professional counselors. There are 67 CACREP-accredited school counselor training programs. During 1990

some 50,000 professional counselors became licensed, certified, or registered. The National Board for Certified Counselors has certified over 19,000 professional counselors since 1983. Two new specialty certifications, school counselor and gerontological counselor, have been added in the last year.

Although California counselors have been licensed under the Marriage, Family, and Child Counselor license since the mid-1960s, specialty groups are now seeking specialized certification. The California Registry has been designed to register professional counselors, associate professional counselors, and paraprofessionals. The California Association for Counseling and Development is taking the lead in recognizing the professionalization of all counselors in California.

National trends in the counseling profession are being initiated in California through CACD leadership. Specialization in counseling has continued to grow through the last two decades. In the early 1970s generic counseling training programs were the norm. Today graduate students choose from a variety of counseling specialties, beginning specialization before entering their counseling practice. Drug/alcohol abuse counseling, divorce counseling, child abuse and sexual abuse counseling, family counseling, group counseling, intergenerational counseling, career and life transition counseling, academic counseling, gerontological counseling, pastoral counseling, and conflict resolution counseling are some of many counseling specialties. CACD has responded to some of these new specialties by starting a new division this past year: California Association for Religious Issues and Values in Counseling (CARVIC).

As theoretical approaches have become more empirically based, the practice of counseling has become more interdisciplinary and collaborative. Developmental and wellness models stressing a holistic approach are replacing crisis and remedial models of counseling services. Multicultural counseling approaches and techniques are being developed to serve a culturally diverse population. Interdisciplinary teams composed of school and community mental health professionals collaborate in schools and in business and industry to provide the most effective services for clients. CACD has pioneered leadership for the development of an inservice model for multicultural counseling.

School counseling has been challenged to move from remedial to preventive interventions, to change from a reactive to a proactive stance, to evolve from a static to a developmental approach, and to abandon departmental models to become comprehensive in scope. Twelve states have mandated elementary counseling, and 12 more states are working on elementary counseling legislation. In California elementary students constitute 73% of the K-12 student population, but elementary students only receive 23% of the state's counseling services. During 1989-90 the elementary counseling ratio in 613 elementary districts was about one counselor to 3,437 students (Wilson, 1991). Governor Wilson has recommended the establishment of a Secretary for Child Development and Education and is emphasizing preventive interventions in the primary grades. Mental health agencies and school counselors are cooperating in local school districts, using state funds to provide counseling programs such as the Primary Intervention Program (PIP). CACD works with the State Department of Education and California school counselors to develop elementary counseling programs which are preventive in nature and collaborative in scope.

Legislative efforts demonstrate an increased emphasis on providing counseling services throughout the life span. Nationally, the Elementary School Counseling Demonstration (HR-840) has been sponsored by nonpartisan efforts. In California, recent legislative efforts have included support for the maintenance of career guidance and counseling through Perkins Funding; early intervention through mental health counseling in elementary schools; human rights issues; licensing requirements for marriage, family, child counselors; pilot projects for drug and alcohol programs; expansion of the community college student transfer program; and the mandation of K-12 counseling and guidance. The CACD Legislative Relations Committee screens and supports progressive counseling legislation for all counselors in California.

Funding for counseling services and association activities has been generated from a broader based constituency, including private foundation grants, state and local budgets, business and industry, and federal and state grants. The Kettering Foundation is working with AACD to train counseling leaders in establishing community forums to promote counseling and guidance. In California, the Marquise Institute co-sponsored a futures conference on multicultural issues. The CACD Education Foundation is exploring fund-raising strategies in order to offer lectureships, conferences, professional recognition, and research grants to promote and expand counseling and guidance in California.

Collaboration on a national and international level has expanded. Project MASCOT (Mathematics and Science Careers of Tomorrow) is the result of the collaboration between NASA and several AACD divisions. Collaborative research efforts are taking place in such projects as the Armed Services Vocational Aptitude Battery Project. CACD is an active participant in 25 state organizations, including the California Alliance of Pupil Service Organizations (CAPSO).

Global interdependence fosters international collaboration and alliances witnessed in the increase of international counseling organizations, international counseling exchanges, and international counseling conferences. CACD summer conference sites in Hawaii and Scotland have encouraged the formation of multicultural and international relationships. Other international efforts for counselor exchanges have begun.

Service for Societal Excellence

What do these challenges and leadership trends mean to the professional counselor and the professional counseling association in California?

Societal ills and social changes manifest themselves in counseling as the macrocosmic influences become apparent in the microcosm of the client-counselor relationship. Depression and anxiety are growing symptoms in student populations, including elementary school students. The age of knowledge and technology has intensified individual dissatisfaction with self and renewed the pursuit for existential meaning. Constant and accelerated change leave clients breathless and confused. Gratification is sought more and more outside the family and workplace in a variety of pseudo-highs induced by drugs and commercial products. Media have become stronger influences than family instruction and morality.

Walz and Benjamin (1979) suggested four roles that counselors might adopt in working for personal and societal change. The professional counselor may serve as a facilitator of caring and sharing, a facilitator of life transitions, a broker of vital information, and a facilitator of change.

The professional counselor in California is challenged to serve clients with deep understanding of their personal needs and to model empathy and love to promote human healing. With personal humility and self-awareness the professional counselor is challenged to facilitate meaningful life transitions for clients. The professional counselor is challenged to provide vital, relevant, and up-to-date information to clients in order to facilitate informed decision-making. In the role of change agent, the professional counselor is challenged to be the catalyst for the development of dynamic and optimistic individual and institutional visions of the future.

The California Association for Counseling and Development, the professional association for counselors in California, will meet the challenges of the 1990s and the 21st century through leadership and service to the counselors of California. An extensive strategic planning process will establish the foundation for a visionary and productive future.

CACD must promote and support a menu of counseling services to meet the needs of counseling professionals in California. To facilitate the true professionalization of counseling in California, CACD must:

- deliver a comprehensive and systematic professional development programs with emphasis on "cutting edge" issues;
- advocate for counseling and guidance through a proactive legislative and public relations program;
- expand networking systems and collaborative efforts with other professional organizations;
- sponsor empirical research projects and develop California counseling paradigms for effective counseling programs and services;
- provide outstanding publications and journals designed for the professional California counselor;
- recognize counselor excellence in service, scholarships, and program development;
- promote leadership through mentoring;
- recruit and retain an active, diverse, and involved membership;
- seek financial resources and develop a sound financial base for the operation and activities of the association;
- develop an effective governance structure; and
- explore and implement an expanded offering of membership benefits.

With pride in the last 25 years of leadership and service and in anticipation of the 21st century, California counseling professionals are challenged to become a growing, moving force for human rights, multicultural education, client advocacy, enhanced self-esteem, career and life transitions, educational equity, and a holistic approach to human development and the healing process. In California the world is at our doorstep; we must accept the challenge as counseling professionals and as a professional association to become leaders for societal excellence.

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Discrimination, Disability, and Cultural Considerations: Implications for Counselors

Martin G. Brodwin, George K. Hong, and Marcel Soriano

Abstract

People with disabilities are conceptualized as handicapped by their socio-political and physical environments. Counselors and others are urged to support changed attitudes and behaviors, particularly those represented by the Americans with Disabilities Act of 1990.

Negative attitudes and behaviors toward people with disabilities have existed in all cultures and nations from early times to the present. Cook (1987) noted that society determines whether a group of people will be regarded as different through the selection of certain facets of their being and the attachment of negative or positive labels and identifications.

Negative attitudes toward people with disabilities have been the rule, not the exception. Degrees of acceptance or rejection toward the disabled have generally varied according to the type of disability, with physical disabilities receiving more positive acceptance (Chan et al., 1988). In some cultures, however, adults with disabilities have been protected and assigned specialized tasks, although with little latitude or public support and with isolation from normal everyday interaction and the established social network (Scheer & Groce, 1988). Because of social isolation, people with disabilities have had problems with social adaptation, not to mention their disability to achieve their maximum potentials. This singles them out of the mainstream and assigns them to their own "minority" group.

The purpose of this paper is to sensitize counselors and other service providers to the needs and rights of persons with disabilities. This is essential in the context of the Americans with Disabilities Act, passed by Congress in July, 1990.

Minority-Group Model — Disability As a Socio-Political Issue

People with disabilities are the largest minority group in the United States. Yet, until recently, they have not been able to make the progress in obtaining equal rights and benefits that has occurred for other minority

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Portions of this paper were presented at the Annual Convention of the Western Psychological Association, San Francisco, California, April, 1991.

Martin G. Brodwin is Assistant Professor and Coordinator, Rehabilitation Counselor Education Program, Division of Administration and Counseling, California State University, Los Angeles.

George K. Hong is Associate Professor, Division of Administration and Counseling, California State University, Los Angeles.

Marcel Soriano is Associate Professor, Division of Administration and Counseling, California State University, Los Angeles.

groups in this country. The minority-group model of disability accepts Dworkin and Dworkin's (1976) definition of a minority group and applies it to people with disabilities. The criteria for the definition include "identifiability, differential power, differential and pejorative treatment, and group awareness" (p. viii).

Throughout history, people with disabilities have been seen as different. Beyond this, they have been classified as deviant from the majority and forced into an inferior social position with the negative evaluations given ethnic minority groups (Fine & Asch, 1988). The limitations people with disabilities have, according to this model, are not the physical, mental, or emotional disabilities, but the social and psychological reactions of the surrounding society and the socio-political structure of that society.

A significant disadvantage of people with disabilities is that, as a group, the disabled lack a minority-group consciousness. Most other minorities have been able to develop commonalities that give them strength as a group. However, people with disabilities have been geographically and socially dispersed and, until recently, have shown little political activism. A more formalized organizational structure has emerged in recent years with the disabled rights movement of the 1980s.

With a changing socio-political structure, Fine and Asch (1988) provide us a different view of disability. How disabling would paraplegia be if all cities were barrier-free? How disabling would deafness be if everyone learned a sign language as a required course in school?

The socio-political approach views disability as a product of interaction between the individual and the environment. Disability limitations are viewed as located in the surroundings people encounter rather than within people. A disabling environment is seen as causing functional limitations, such as the myriad of architectural barriers encountered by people using wheelchairs for mobility. To change this, one must change public policy (Hahn, 1982, 1988).

Discrimination and Attitudes

According to Cook (1987)), studies have shown that publicly expressed values of non-disabled people toward people with disabilities tend to be positive. Feelings and behavior, more realistic measures of a person's actual attitude, are, however, typically negative. What a person publicly states as a belief toward a particular group can be very different from the way the person feels and acts toward that group.

Studies have shown people consider certain disabilities as more acceptable than other ones, particularly among some ethnic minority groups (Ryan & Smith, 1989). The order of preference is physical disability, emotional disability, and problems such as drug and alcohol abuse. People are more accepting of disabilities where there is no perceived fault on the part of the person with the disability (Dooley & Gliner, 1989).

Misunderstanding between the non-disabled and people with disabilities frequently occurs in social interaction. Two examples cited by Makas (1988) are illustrative.

> Doris goes to her friend's house for a game of *Trivial Pursuit*. Much to Doris' surprise, she finds that one member of the group, Suzanne, is blind. Determined to show Suzanne that she is not prejudiced against people with disabilities, when Suzanne mistakenly

names Portland as the capital of Maine, Doris insists that Suzanne be given another chance. Suzanne responds angrily that she can do well in the game without help, and that Doris should mind her own business. Doris decides that she will never again try to be polite to people who have disabilities.

Mike learns that Rick, the new employee hired by his company, has a physical disability. He stops by Rick's office to welcome him. He tells Rick that he is looking forward to getting to know him, since he has always considered disabled people to be easy-going and very courageous. Rick tells Mike to get out of his office and slams the door behind him. Mike decides that disabled people are not so nice after all (pp. 49-50).

In these examples, non-disabled individuals initiated special, but inappropriate, efforts to act in ways they considered to be supportive and to reflect positive attitudes. Their behaviors were received negatively, even though they had good intentions. The persons with disabilities also behaved inappropriately by overreacting. These types of interactions will increase avoidance, discomfort, and polarization and do nothing to improve relations or understanding among people.

Makas (1988) suggests that the non-disabled need to be educated about areas in which their behaviors offend persons with disabilities. Persons with disabilities also need to work with the non-disabled in changing these behaviors. Overall, people with disabilities want equality through civil rights, not special treatment. Society must be educated about the experience of being denied equal access and full participation in our society. This is even more crucial for persons of color with disabilities.

According to Vargo (1989), dealing with disabilities in the context of interpersonal relationships and society at large means dealing with all the social ills that affect ethnic minorities and more. It means *double* discrimination if you are an ethnic minority person with a disability. This causes additional discrimination, poverty, and barriers to social and economic resources (Vargo, 1989). This double discrimination is an area that merits more research and the attention of policymakers. One can safely hypothesize a greatly magnified impact on individuals when ethnic or racial minority membership and disability are combined.

Language About People With Disabilities

The definitions below, as outlined by Oskamp (1988), are helpful in clarifying terms that can be confusing.

Impairment — Describes an abnormality or loss of a physiological structure or bodily function.

Disability — Refers to the consequence of an impairment — a restriction or lack of ability to perform some activity that is considered appropriate.

Handicap — The means of social disadvantage that results from an impairment or disability.

An impairment does not necessarily produce a disability; a disability need not be a handicap. Disability and handicaps are both socially defined terms; impairment is not. Poor vision, corrected by glasses, is not a handicap. Old age is a handicap in our culture, but not in cultures that revere the elderly as leaders and allow them to serve as a source of knowledge and experience.

Hadley and Brodwin (1988) noted that language portrays persons with disabilities in imprecise, stereotypical, and devalued ways. Language should follow four simple principles.

Precision — Language should convey a person's intended meaning. For example, a person is not "wheelchair-bound," but uses a wheelchair for mobility.

Objectivity — Language that expresses unwanted, surplus meanings or treats opinions as fact should be avoided. Objective language does not carry biases.

Perspective — Emphasis should be on the person, not the disability. For example, the term "paraplegic" emphasizes the disability; a "person with paraplegia" places emphasis on the person.

Portrayal — Persons with disabilities should be portrayed as actively going about the business of living as others do, not as passive victims, tragic heroes, or super-heroes.

Politics of Disability and the Americans with Disabilities Act

Attitudes will change with increasing social interaction that people perceive as positive, enjoyable, or rewarding. Interaction that does not have at least one of these components will be unlikely to effect a change in attitude. However, while one can hope that in due course this type of interaction will result in understanding and equity, there are important implications for counselors, educators, and social service providers. This implies a conscious effort to educate the professional community and take an advocacy role for changing practices. Like institutionalized racism, perceptions of persons with disabilities change slowly unless practices reflective of enlightened professionals become institutionalized (Dooley & Gliner, 1989).

Congress passed the Americans with Disabilities Act (ADA) in July of 1990, to effect major advancement in the areas of employment, transportation, public accommodations, state and local government, and telecommunications.

Counselors need to understand the various facets of the ADA, especially in the area of employment. Some examples of these follow.

Employers need to provide "reasonable accommodation" under the ADA. The act specifies the conditions under which accommodation is considered reasonable; these vary, depending on several factors. "Accommodation" often involves very little expenditure of money, and includes such efforts as modifying a desk or chair for someone who uses a wheelchair, or providing extra time for an individual with a learning disability to take an employment test.

One important aspect of reasonable accommodation is that an employer needs to have carefully considered accommodating the workplace before denying employment. Appropriate documentation of these considerations is important, not only for prospective employees, but also for current employees with injuries that result in limitations.

An employer may not ask a prospective employee during an interview if a disability exists unless the functional limitations relate to the job the individual is seeking. An employer may not conduct a pre-employment physical examination until the prospective employee is offered the position; if the employer discovers a disability during the physical examination, it cannot be used to deny employment, unless the disability substantially interferes with performing the primary functions of the job.

It is crucial for counselors to become familiar with the Americans with Disabilities Act. Many people believe this legislation will do as much to advance the cause of persons with disabilities as the civil rights legislation did in the 1950s and 1960s for ethnic minorities in this country. Additionally, counselors need to understand the degree to which persons with disabilities are affected in ways that other sub-cultural groups are affected. This means that a person of color with a disability may experience a greater impact from discriminatory or insensitive practices. Thus, there is a need for additional research to assess this "double" factor affecting persons with disabilities and develop ways to guarantee equal access and equal protection.

Disability and Ethnic Minorities

Earlier in this paper, we discussed the conceptualization of people with disabilities as a minority group. The ADA is an important step towards recognizing their needs and rights. Human service professionals should take one further step in leading the field to recognize the additional issues particular to ethnic minorities with disabilities. To the extent that disabilities might result in discrimination and social barriers, ethnic minorities with disabilities are minorities within minorities, faced with multiple barriers. In examining the issues faced by ethnic minorities with disabilities, there are two major questions to address: (1) How is that particular disability viewed by the mainstream culture and the minority culture? (2) How is that particular ethnic group viewed by the mainstream group?

The first question pertains to the ways different cultures perceive different disabilities. For example, surveys of mainstream American respondents have generally found that persons with mental retardation are rated more favorably than persons with a history of psychiatric disabilities. Chan et al. (1988) found no significant difference between Chinese respondents' ratings of persons with mental retardation and persons with emotional disturbance. Chinese respondents also rated these two groups less favorably than persons with physical disabilities. Thus, to address the issue of discrimination toward persons with disabilities, it is important to examine the mainstream culture and the particular minority culture, instead of assuming that the presence or absence of social barriers or stigma in mainstream society holds true for every group. In working with ethnic minorities with disabilities, counselors and other providers must be sensitive to the needs and feelings of individuals and their families in dealing with their own ethnic group as well as with the mainstream group.

The second question pertains to the status of ethnic minorities in mainstream American society. In spite of civil rights and equal opportunity legislation, barriers to ethnic minorities in education and employment are common occurrences. Attitudinal biases, which are beyond the scope of legislation, are even slower to change. It is important for human service profes-

sionals to be fully aware of obstacles faced by ethnic minority clients. To what extent is an employer genuinely willing to hire an ethnic minority person? To what extent are fellow employees interested in befriending him or her, and relating to him or her as an equal? To what extent are rehabilitation and counseling services available to minorities living in the inner cities or ethnic enclaves? Can institutions provide culturally sensitive services to these populations? Are bilingual services available to those who have not yet acquired sufficient English proficiency? Counselors and other service providers must be careful not to let the client's disability obscure the ethnic or racial issues as separate subject areas. They can adequately serve the client only by addressing both concerns.

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New Majority Student Ratings of Counselor Utilization and Efficacy

Jesse R. Aros and Calvin Walker Harper

Abstract

A survey of counselor efficacy and utilization was administered to a racially and ethnically diverse sample of students in a community college on the West Coast. Counselors, largely non-White, were rated "moderately helpful." Nonsignificant findings were found in relation to perceived counselor interest level, friendliness, wisdom, dependability, and accuracy of feedback. Lack of perceived need was the only main effect for not seeking counseling.

New Majority on Counselor Efficacy

The credibility and utility of counselors as perceived by culturally diverse clients have been issues in the field for some time (Atkinson & Carskaddon, 1975; Barak & LaCrosse, 1975; Borrego, Chavez, & Titley, 1982). Calls to recognize the importance of racial or ethnic similarity between counselor and client have been countered by studies failing to support this position (Sue, 1981; Gilsdorf, 1978; Atkinson, Furlong, & Poston, 1986; Ponterroto, Alexander, & Hinkston, 1988).

Characteristics such as age, similar views, levels of education, and assimilation contextualize the importance of counselor and client racial similarity (Atkinson et al., 1989). Underlying concerns, however, are understanding and improving the rate of participation in counseling by new majority populations. As "minorities" collectively become the new majority, empirical data on this emerging group are in order.

The purpose of this study was to identify a culturally diverse sample of community college students' *actual* perceptions of the counseling experience as well as reasons for not choosing to utilize the services of an ethnically and racially pluralistic counseling center staff. This study was a field study that, as such, included both a lack of random subject assignment and manipulation of variables as found in experimental design. This field study attempted to assess and augment current research about the ways in which ethnically diverse counselors are utilized and perceived by new majority clients/students. The term *new majority* is a phrase coined to indicate the demographic transition of minorities into an actual majority, collectively speaking.

Method

Survey Participants

Participants in this survey were 1,450 students at an urban West Coast community college. Sample gender ratios were 45% male and 55% female, with a mean age of 26.8 years for all participants. The standard deviation

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Jesse R. Aros is a Doctoral Student and Graduate Research Assistant, Department of Counseling, University of North Dakota, Grand Forks.

Calvin Walker Harper is a Law Student, The Columbia Law School, Columbia University, New York.

of the sample's age was 2.2 years. Ethnicity and racial demographics of the sample, and corresponding percentages, were as follows: 551 Asian-American students (38%), 435 American Hispanic students (30%), 275 African-American students (19%), 174 Anglo students (12%), with 15 (1%) not not identified.

Students were combined into groups. Asian-American included Chinese, Vietnamese, Korean, and Japanese-American national and foreign-born citizens. The Hispanic group was comprised of Mexican, Puerto Rican, Cuban, Salvadorean, Guatamalan, Panamanian, and Spanish (from Spain) including Americans and nationals. African-American and Caucasian students did not identify citizenship or country of origin other than the United States.

A diverse staffing of counselors was evaluated by the above sample; therefore, counselor demographics were identified. Fourteen counselors in this study were comprised of seven males and seven females with a mean age of 44.2 years; the standard deviation was 6.9 years. Ethnicity percentages and classifications were as follows: 50% African American, 20% American-Hispanic, 15% Asian, and 15% Caucasian. All had Master's degrees in either Counseling or Counseling Psychology, while two also had doctorates. This group of counselors met some of the criteria defined in earlier research as pertinent in establishing and fulfilling a working relationship, namely, greater than average client age and higher education (Atkinson et al., 1989; Ponterroto et al., 1986).

Instrument

A 46-item student services matriculation survey for the college was the source for this study. Two sections and 15 items covered (a) factors affecting counselor efficacy ratings and (b) factors pertinent to non-utilization of counselor services.

The Sample

The sample was obtained by utilizing the professors who taught on a predetermined randomly assigned date to distribute, collect, and return the surveys placed in their boxes to pertinent counseling staff. Of the 64 classes thus targeted, 63 classes returned the materials. The number of students originally projected to receive the survey was 2,235; the preliminary number of responses obtained was 1,735, and the number of actual or properly completed surveys was 1,450, making the rate of return approximately 67%. This last number of 1,450 comprised about 12% of the total school population of 12,588. It is noteworthy that only 60% of the projected number responded, and that 14% of those surveyed failed to complete the instrument accurately despite written and verbal directions.

Results and Discussion

Results

Only one main effect was found for those who did not seek out counseling, namely, "it was not thought to be necessary," $\chi^2(124, n = 323) = 320$, $p < .001$. Other factors such as language or other communication problems, perceived lack of counselor expertise, and counseling as a non-mandated activity were all found to be nonsignificant to $p > .10$ level.

The main effect for those in the sample who sought counseling was that it was rated as being "moderately helpful," $\chi^2(124, n = 331) = 346.67$, $p < .001$, one-tailed analysis. Counselors were not significantly rated as "dependable," $\chi^2(124, n = 131) = .027$, $p > 10$, contrasting with established research (LaFramboise & Dixon, 1981). Counselors were not rated as "friendly" or "nice," $\chi^2(124, n = 186) = 31.80$, $p > .10$. Students likewise did not credit counselors as being "prompt," "careful," "interested," or "wise," reflecting a nonsignificant level for each of these traits of $p > .10$.

Discussion

If we can generalize from these mixed and seemingly contradictory findings, this study indicated that those who did not utilize counseling did not believe it to be needed. This result is understandable in the context of the sample of high functioning and motivated college students. It is curious to note, however, that other factors such as "communication problems, perceived lack of counselor interest, expertise, and knowledge" were found to be nonsignificant in keeping participants in this study away from counseling. If this sample is at all representative of its population, low rates of urban, new majority student participation in counseling may be a function of real or perceived wellness. More information on collective and individual new majority groups is in order to ascertain factors affecting underutilization of counseling more fully.

Even more paradoxical are the data on the efficacy ratings of those who did utilize counseling in the sample, namely, the significant "moderately helpful" rating as related to the nonsignificant finding on counselor friendliness, dependability, promptness, wisdom, or carefulness. While it is possible to cite Type I error as a partial minimizing influence on the measurement, due to large sample size, the significance of the efficacy ratings is noteworthy. The ratings of counselor efficacy for this sample may be affected by additional criteria not included in this survey. For example, sheer functionalism of the counseling experience in and of itself, that is, whether or not "it" (the counseling experience) "worked" according to clients' subjective ratings, could be crucial. Hypotheses are still being formulated in regard to this matter (Sue, 1981).

New majority clients may well benefit from counseling interventions in spite of less than optimally real or perceived amounts of trust, warmth, and expertise. Additional data are needed to understand and establish the relevance of a new majority grouping. Even within each of the ethnically and racially heterogeneous subgroups that comprise this new majority, more research is needed to clarify existing facticities, complexities, and diversities that identify and differentiate individual minority group issues as they impact counseling and other mental health fields.

Precautions must be taken in interpreting and generalizing data. While this study was based on actual, rather than analogue, data, its conclusions were founded on only one institution and one cross-section of a new majority sample. This study did not partial out individual ethnic group data or any other paired comparisons. As this study's findings on new majority student rates of utilization and efficacy are contextualized, mixed findings may simultaneously speak to both the modest successes of ethnically diverse counselors serving similar clientele and the room for improvement in terms of cross-cultural counseling's involvement in research and practice.

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School Counselors: An Endangered Species?

Nils S. Carlson, Jr.

Abstract

School counseling must change to remain viable. More systematic, formally devised programs must be developed and marketed by school counselors.

Secondary school counseling must change if it is to survive as a profession. There are concerns about its future survival (Miller, 1988). The profession is changing (Gibson, 1990) and is urged to be on the move (Das & Bright, 1988). Accountability is the watchword and counselors must prove their worth (Brown, 1989; Romas, 1988). School counselors are urged to reform programs to allow themselves self-determination, by personally taking responsibility and assuming leadership in program development (Kaplan & Geoffrey, 1990).

Counselors must develop programs addressing real school needs, and formally prepare responsive curricula understood and accepted by members of the school community. Current programs which delineate only counseling duties and assignments must be completely overhauled by the counselors themselves in consultation with administrators and others (ERIC/CAPS Workshop, 1990). Program marketing strategies which promulgate advertising, packaging, and enhancing the image of counselors in the eyes of the public are also needed (Carlson, 1991; Ritchie, 1989).

Existing programs are too often considered expendable in times of tight budgets (Gibson, 1990). This budgetary impermanence, coupled with school counselors' acceptance of an inordinate number of roles, is viewed as being a major source of work-related stress (Olson & Dilley, 1988). Administrators and counselors apparently view counselor responsibility differently. Misperceptions exist between the two, causing strained relations between counselors and administrators (Murray, Levitov, Castnell, & Joubert, 1987, p. 261).

Counselors are now being forced to re-evaluate their roles and the roles of their programs. They are discovering the urgent necessity to take charge of school counseling program development and redevelopment, or face the real possibility of extinction as a profession (ERIC/CAPS Workshop, 1990).

While one study reports increased satisfaction of high school students with guidance services (Engen, Laing, & Sawyer, 1988), another study finds the high school counselors of college freshmen had fewer personal contacts with students than other persons in the school. School counselors were described primarily as college advisors who saw students twice a year or less during their senior year, with each session reported as 15 minutes or less (Rowe, 1989). In another recent study, developmental and career guidance were the least frequently provided services in a school, yet they

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Nils S. Carlson, Jr., is Associate Professor, Counselor Education, California State University, Bakersfield.

were considered by students and professionals as the most important. All guidance functions surveyed were reported as performed less frequently than their perceived importance warranted. The sole exception to this trend was administrative services, reported as performed by counselors more frequently than perceived importance warranted (Tennyson, Miller, Skovholt, & Williams, 1989).

Administrative Concerns

Schools need competent leadership in many areas, not the least of which is counseling. Building principals and other administrators are unsure of how to empower counselors for leadership roles (Rallis, 1988).

Most school professionals have a formal curriculum or program, developed by the professionals themselves, and accepted by the school system hierarchy. In far too many cases, this is not the case with counselors and their programs. Administrators, in the absence of formally presented and approved curriculum and program, have tended to assign duties to counselors. Counselors have accepted these duties, roles, and whatever else, partly because no formal program has been adopted (ERIC/CAPS Workshop, 1990). In schools or districts where this has not been true, the personality of the counselor involved has often made the difference.

There are many possible reasons for this dilemma:

1. The role of school counselors, as defined by professional organizations and researchers, has changed markedly in the last several years (American School Counselor Association, 1981, 1984). Modern role statements and theory demand greater utilization of group guidance, consultation, accountability, and marketing strategies. These constructs were rarely taught in earlier counselor education programs, and have only been widely discussed in the literature fairly recently (Gibson, 1990). Counseling role descriptions today often include a list of tasks with a last line reading "and any other duties, as assigned by the principal" (ERIC/CAPS Workshop, 1990). Counseling philosophies, program documents, and role statements developed under the leadership of school counselors are often non-existent (ERIC/CAPS Workshop, 1990). As a result counselor roles "seem to have evolved with no particular plan in mind" (Brown, 1989, p. 47).

2. Historically, school counselors were often recruited to be counselors while they were teachers, and sometimes placed in counseling positions before they were trained. As a result, many counselors had not developed the professional identity of the new role.

3. Many existing counselors have been in their positions for many years and now have the required experience and age for retirement.

4. Appropriate assertiveness is another comparatively recent concept for many counselors. As a group, school counselors have appeared to cherish tranquility, and to have had great difficulty in being appropriately assertive within school. They have agreed to adopt non-counseling functions and duties. Counselors are now more likely to be more skillfully trained and indoctrinated in the philosophy to be change agents and child advocates in the schools.

5. Once a task, role, or function in an organization has been accepted by an individual or group, it is difficult to reassign this function to an-

other individual or group without repercussion. This fact, coupled with the historical need of counselors for tranquility, helps to explain the current misuse of counselor time.

6. We are in a post-industrial, technological, futuristic society in which the only certainty is rapid change (Das & Bright, 1989; Toffler, 1971). No professional group has been educated to meet this; however, counselors have the expertise to help individuals make appropriate decisions and choices.

7. Change takes time and change may be painful (Toffler, 1971).

Changing the Status Quo

To establish an effective school counseling program, the existing program must be carefully examined in terms of counselor skills, programmatic constructs, and the views of administrators, teachers, parents, students, and counselors themselves.

School counselors should "foster psychological growth of students and . . . function as facilitators of development" (ASCA, 1981; Tennyson, et al., 1989, p. 399). With increasing demands placed upon schools, all members of the school community are under considerably more stress. The demand for services has increased dramatically, and school-impacting concerns have changed and expanded.

Individual counseling is too time-expensive and cost-ineffective for the school to use as its main counseling resource. School counselors cannot practice psychotherapy in the schools. Tailor-made group guidance activities should be provided directly or indirectly by the counselor.

If counselors do not have the appropriate skills, the counselors must develop them. The status quo is too expensive to maintain in both financial and human terms.

Steps to Take Now

Counselors should take responsibility for their own programs. To do this a series of steps should be undertaken.

1. Each counselor should develop a written personal philosophy of counseling.

2. The counselors in a multi-counselor school should develop a counseling department philosophy, based upon combined individual philosophies.

3. A needs assessment instrument should be adapted or prepared to identify the needs of the particular school.

4. This assessment instrument should be presented to the guidance advisory committee of the school for input and/or further modification. The guidance committee should be chaired by a counselor and should include representation from administration, faculty, parents, students, and the community.

5. Based upon the needs assessment and the counseling department philosophy, a program model should be prepared, including student out-

comes and achievement results. It should address school climate, psychological health, and problem-solving as a minimum. In should be preventive, developmental, and comprehensive in nature, and insure services for all students in a given school. This must be a *program*, not activities.

6. The program should be presented to the guidance advisory committee for comments and suggestions.

7. It should be presented to the local school principal for acceptance, subject to the approval and recommendations of building faculty and district administration. It should then be taken to the local schoolboard for approval and acceptance.

8. The plan should be implemented with timelines, responsibilities clearly delineated, accountability, and recurrent evaluation and necessary revision.

Conclusions

If school counseling is to survive as a profession, it must become an integral part of the entire school program, with the status of all other programs in the schools. Its life must be as important and viable to the school community as any program. It cannot exist as an auxiliary or supportive frill.

For this to happen, counselors themselves must take the lead in developing and presenting the program for their school. This program must bear the approval of all in the chain of command up to and including the Board of Education. If counselors present their program to their school hierarchy, they exhibit their special expertise, which in turn demands more respect for them and for their program. This engenders the idea that counseling is a program and not a service. Programs survive. Services do not.

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Effects of Exposure to Nontraditional Models on Third Grade Students' Career Aspirations and Sex-typing

Ashton D. Trice

Abstract

Groups of third grade students interviewed individuals in gender-nontraditional occupations. Short-term effects were seen in expressed career aspirations for both boys and girls in the experimental group. Long-term effects were observed in career possibilities and, for girls, in decreased sex-typing of occupations.

Gottfredson (1981) proposed that the most significant career developmental task of the elementary school years is the elimination of clusters of occupations as career choices, a process called circumscription. Further, she posited that there is an orderliness in this process, and that, at predictable periods, children will use specific criteria to eliminate specific careers. The first of these criteria, employed during the second and third grade, is sex-role. Subsequent criteria are occupational status and ability demands.

A few intervention studies have attempted to change children's perceptions of the sex-appropriateness of occupational roles by exposing children to individuals holding nontraditional occupations. These studies have tended to focus on kindergarten students, and the effectiveness of the interventions has been evaluated only over a period of several weeks (Edington, 1977; Tibbetts, 1975; Weeks, Thornburg, & Little, 1977; Wilson & Daniel, 1981).

The present study expands these intervention studies in four ways. First, it examines the effectiveness of interventions with children at the age at which Gottfredson (1981) suggested sex-role circumscription occurs; second, it employs measures of both sex-role appropriateness and personal career aspirations; third, it includes study of a control group; and fourth, it measures both the short- and long-term effects of interventions.

Method

Subjects

The subjects were 40 boys and 42 girls enrolled in three regular public school classrooms in one school in a working class neighborhood of a small city.

Procedure

The children were randomly divided by sex into an experimental group and a control group. Prior to the intervention, children completed the first version of the Sex-Role Instrument; on the following day, they listed their first and second choice career aspirations as part of a writing exercise.

Ashton D. Trice is Assistant Professor, Department of Psychology, Mary Baldwin College, Staunton, Virginia.

Each time aspirations were collected, the first two questions were: "What would you like to be when you grow up?" and "If something happened and you couldn't be that, what would your second choice be?" The writing exercises were: "Describe what you would do when you went to work if you had your first choice job" (first occasion), "Describe how you would go about getting that job" (second occasion), and "Tell why you think you would like that job" (third occasion).

The first assessment occurred during the first week in October. The intervention occurred two weeks later, and the second assessment took place two weeks after the intervention concluded. The third assessment occurred in May, seven months after the intervention.

Sex-Role Instrument

Ten occupations found to be substantially sex-typed in previous research (Archer, 1984; Barnhart, 1983; Gregg & Dobson, 1980; Sheresky, 1978) were interspersed with 20 other occupations and listed on a piece of paper. The 20 other occupations were rotated at the three assessment occasions. The male sex-stereotyped occupations were pilot, physician, mechanic, fireman, and minister; the female sex-stereotyped occupations were teacher, nurse, secretary, veterinarian's assistant, and model.

Children were first asked to check all the occupations that they might like to do. Then they were asked to write M beside those occupations which were "almost always" held by a man, a W beside those which were "almost always" held by a woman, and an E beside those which were "okay for either men or women to hold." Children were guided by their teachers to respond to each question. To minimize the effect of reading ability, the list was read aloud by the teacher for each exercise. Four students from the original group who experienced difficulty with this task were not included in the study.

Intervention

The intervention consisted of four question-and-answer periods of 45 minutes with individuals holding nontraditional jobs, including two women (research chemist and forest ranger) and two men (day care worker and interior decorator). The experimental group was divided into two sections so that 10 or 11 students participated in each session. These jobs were selected because they were not included on the Sex-Role Instrument.

Prior to the first question-and-answer period, students watched a 20-minute videotape of an interview with a woman police officer conducted by sixth grade students as a model. The students in the videotape asked several gender-related questions. In each of the four intervention sessions, for both sections, questions about gender were asked. The control group participated in science or mathematics enrichment activities during the time the experimental group participated in the intervention sessions.

Results and Discussion

In summary, the career aspirations of the students showed a short-term change by exposure to nontraditional role models; no long-term change was seen at the seven-month follow-up. The changes in sex-role stereotyping that were evident at two weeks maintained at seven months, particularly among the girls.

The stability of children's aspirations over time is reported in Table 1. For the students in the control group, the stability (percentage of first and second occupational aspirations occurring on both occasions) between assessment I and assessment II was very high, as would be expected for assessments four weeks apart. The stability was lower between assessments II and III, completed six and one-half months apart. The stability between

Table 1

Percentages of Stability of Children's Aspirations With and Without Intervention

	Assessments		
	I to II	II to III	I to III
With Intervention			
Boys	75	60	78
Girls	60	55	62
Without Intervention			
Boys	88	78	70
Girls	90	69	64

Note. Assessment I was conducted two weeks prior to the intervention; assessment II was conducted two weeks after the intervention; assessment was conducted six months later.

assessments I and III was slightly lower. This suggests a process of gradual change in aspirations, similar to that reported in Trice (1991). The lower rates of stability within the intervention group between assessments I and II and II and III, with a higher stability rate between I and III, suggest that the intervention had a short-lived effect on aspirations. Most of the change in the intervention group can be accounted for by children adding the careers of the people interviewed during the second assessment. Change in specific aspirations due to contact with resource persons may be quite temporary and possibly may be viewed as a demand characteristic of the intervention.

Table 2 includes the percentages of occupations which students checked as being of interest to them. These data suggest that the intervention nearly doubled interest in cross-sex-typed occupations for both boys and girls, and that this level of interest was maintained over a period of seven months. These data suggest that these interventions may open up possibilities which remain open for some time.

Table 2

Percentages of Cross-sex Occupations Selected as of Personal Interest

	Pretest	Posttest 1**	Posttest 2*
With Intervention			
Boys	10	21	17
Girls	12	24	22
Without Intervention			
Boys	8	9	6
Girls	11	13	12

E ratios

*$p < .05$

**$p < .01$

Finally, Table 3 includes the sex-typing of the careers on the Sex-Role Instrument. These results suggest that, for boys, the intervention had a short-term effect on sex-stereotyping of occupations, while for girls the

Table 3

Percentages of Occupations Designated as Appropriate for Only One Sex

	Pretest	Posttest 1*	Posttest 2*
With Intervention			
Boys	82	68	78
Girls	79	55	52
Without Intervention			
Boys	81	82	86
Girls	77	77	79

E ratios

*$p < .05$

results were more long-lived. It should be remembered that the occupations included were those which were strongly sex-typed.

These findings support the contention that easily arranged interventions with modest time demands on the children or staff can be effective in preventing the premature circumscription of occupational choices, particularly among girls.

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The Private Practice of Licensed Professional Counselors

Brent M. Snow and Marcia M. Dickman

Abstract

The private practice activities of licensed professional counselors in a southwestern state are summarized along with descriptive characteristics such as educational background, professional affiliations, certifications, and satisfaction with the licensing law.

During the 1970s and 1980s a significant effort was made toward the licensing of counselors propelled primarily by the American Association for Counseling and Development (AACD). While some states, such as New Jersey, Utah, and California, had legislated the practice of marriage and family counseling, no state legislature had generic counselor licensing prior to the mid-1970s. In 1976, Virginia became the first state to pass legislation licensing counselors. Over 30 states have since passed similar legislation, and many others are pursuing legislation actively.

With the apparent popularity of counselor licensing efforts, the assumption may be that there is an identifiable group of professional counselors in private practice. While this assumption seems plausible, little evidence exists to verify that licensed counselors are in private practice; furthermore, little information exists to describe those who are. Duncan (1968) indicated that an identifiable profession of counseling in private practice did not exist. While Duncan's study was prior to the emergence of counselor licensing as a national professional issue, he reported that those individuals in private practice did not maintain primary identity as counselors. Snow (1981) indicated, "While counselors support private-practice licensure, few actually engage in private counseling. Obviously, licensure restricted to independent practice may affect very few counselors" (p. 82).

Weikel, Daniel, and Anderson (1981) indicated that a large percentage of counselors were practicing in the private sector. While the authors did not report a specific percentage or operationally define large in their study, their data suggested 37% of their sample of American Mental Health Counselors Association members were in independent practice. Seligman and Whitely (1983) concluded that 20% of their sample of mental health counselors engaged in private practice. They reported this as a "surprisingly large percentage" (p. 180). It is noteworthy that both of the above studies queried professionals who identified with mental health counseling.

The purpose of this study was to identify the private practice activities

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Brent M. Snow is Associate Professor, Department of Applied Behavioral Studies in Education, Oklahoma State University, Stillwater.

Marcia M. Dickman is Assistant to the Vice President for Student Services, and Associate Professor, Department of Applied Behavioral Studies in Education, Oklahoma State University, Stillwater.

of licensed counselors. The questionnaire was designed to address the following questions:

1. With which professional organizations do licensed counselors identify?
2. Are licensed counselors satisfied with present licensing laws?
3. Are licensed counselors in private practice also licensed as psychologists or certified in additional areas?
4. Are licensed professional counselors practicing on a private basis for fee?
5. With how many clients are licensed counselors in private practice working?
6. How much are licensed counselors charging for services?
7. What professional titles are being used by licensed counselors in private practice?

Method

The sample for this study consisted of 300 (30.8%) Licensed Professional Counselors in the state of Oklahoma. These subjects were selected randomly, based on sample size criteria suggested by Krejcie & Morgan (1970), from a 1985 list of 973 counselors licensed by the Oklahoma State Department of Health. All were members of the first group of counselors licensed through the Oklahoma Licensed Professional Counselors Act effective September 1, 1985. A Licensed Professional Counselor is defined in the act as "any person who offers professional counseling services for compensation to any person and is licensed pursuant to the provisions of the Licensed Professional Counselors Act" (Licensed Professional Counselors Committee, 1987, p. 78). Of the 300 participants surveyed, 180 (60%) returned the questionnaire.

Letters were sent to the counselors asking them to participate in the study. *The Private Practice Questionnaire for Counselors* and a self-addressed stamped envelope were enclosed. The five-page, 37-item questionnaire, developed from a previous survey on counselor licensure (Snow, 1981), was piloted with a group of counseling doctoral students and revised after feedback.

The initial portion of the survey consisted of demographic information such as age, gender, marital status, ethnic background, and education. The middle section addressed questions describing professional identity, primary work setting, professional affiliations, and additional certifications. The final portion of the questionnaire examined private practice behavior, including identification as full-time or part-time and a description of counseling activities and fee structures.

Questionnaires were mailed in the late fall of 1987. Responses were returned within a two-month period, with a 60% return (180 questionnaires). Of these, 170 contained usable information; not all respondents, however, answered every question.

Results and Discussion

Demographic Data

The mean age of the 170 respondents was 43, with a range of 29 to 63 years. Forty percent of the respondents were male, and 60% were female. In terms of marital status, 75% were married, 13% single, 11% were divorced, and 1% separated. Most of the respondents (90.4%) were Caucasian, with 5.4% Black, 2.4% Native American, .6% Hispanic, and 1.2% Asian.

Educational background and recency of degree were examined. (See Table 1.) In terms of degree, 22.6% of the respondents held doctorates (14.3% Ph.D. and 8.3% Ed.D.), 73.8% had master's degrees (36.3%, M.S./M.A.; 36.9% M.Ed.; and .6%, M.S.W.), and 3.6% held education specialist degrees. Of the 48 respondents in private practice, 46.5% held doctorates, 53.5% held master's degrees, and none held education specialist degrees. These percentages are very similar to those reported by Weikel, Daniel, and Anderson (1981). Most of the counselors (38.6%) had obtained their degrees between 1976 and 1980, with the two other most frequent time periods being 1971 to 1975 (23.3%) and 1981 to 1985 (22.17%). Counselors in private practice reflected the same pattern as the total sample, with 41.9% of them having

Table 1

Educational Background of Licensed Professional Counselors

	Private Practice		No Private Practice		Total	
	N	%	N	%	N	%
Degree						
Ph.D.	13	30.2	11	8.8	24	14.3
Ed.D.	7	16.3	7	5.6	14	8.3
Total Doctoral	20	46.5	18	14.4	38	22.6
M.S./M.A.	15	34.9	46	36.8	61	36.3
M.Ed.	8	18.6	54	43.2	62	36.9
M.S.W.	---	---	1	0.8	1	0.6
Total Master's	23	53.5	101	80.8	124	73.8
Ed.S.	---	---	6	4.8	6	3.6
Recency of Degree						
1960-1965	---	---	5	4.2	5	3.1
1966-1970	2	4.6	11	9.2	13	8.0
1971-1975	7	16.3	31	25.8	38	23.3
1976-1980	18	41.9	45	37.5	63	38.6
1981-1985	13	30.2	23	19.2	36	22.1
1986-present	3	7.0	5	4.2	8	4.9

completed their degrees between 1976 and 1980, 16.3% between 1971 and 1975, and 30.2% between 1981 and 1985.

Professional Identity

The professional affiliation of the participants was explored. (See Table 2.) Licensed Professional Counselors described their primary affiliation as AACD (30.3%). Other organizations with which respondents maintained primary identification included: National Education Association (NEA) (10.9%), American Psychological Association (APA) (10.9%), American Association for Marriage and Family Therapy (AAMFT) (5.5%), National Rehabilitation Association (NRA) (2.4%), and National Association for Student Personnel Administrators (NASPA) (1.2%). Twenty-eight respondents (17.0%) identified with other organizations, while 34 respondents (20.6%) did not identify with any national organization.

Similarly, those counselors in private practice most often maintained primary identification with AACD (41.9%). Other primary affiliations included: APA (9.3%), AAMFT (9.3%), and NRA (4.6%). No counselors in private practice identified with NASPA or NEA. Fourteen percent of the counselors in private practice were affiliated with other organizations, and over one-fifth of them (20.9%) reported they had no primary affiliation.

Table 2

Professional Affiliations of Licensed Professional Counselors

	Private Practice		No Private Practice		Total Sample	
	N	%	N	%	N	%
Primary Identification with:						
American Association for Counseling & Development	18	41.9	32	26.2	50	30.3
American Psychological Association	4	9.3	14	11.5	18	10.9
American Association for Marriage and Family Therapy	4	9.3	5	4.1	9	5.5
National Rehabilitation Association	2	4.6	2	1.6	4	2.4
National Association of Student Personnel Administrators	---	---	2	1.6	2	1.2
National Education Association	---	---	18	14.8	18	10.9
Other	6	14.0	22	18.0	28	17.0
None	9	20.9	25	20.5	34	20.6
No answer	---	---	2	1.6	2	1.2

Several aspects regarding professional identification and affiliation stand out. First, except for AACD and NEA, the other professional associations reflect about the same percentage of identification for counselors in private practice and those not. However, a much higher percentage (41.9%) of those in private practice identify with AACD than those who are not (26.2%). In contrast, no counselors in private practice identified with NEA, while about one-sixth of those not in private practice did. Clearly, counselors in private practice do not identify with "education." Secondly, over one-fifth of licensed counselors did not report a professional organization identification. This suggests that many counselors, both in the private and non-private sector, may not see the benefit of a national organization.

The Oklahoma law regulating professional counseling is administered by the State Department of Health. After the initial "grandfathering period," an applicant for licensing must have a 45-hour master's degree with course work in a number of specific, traditional areas. Additionally, three calendar years or 3,000 clock hours of acceptable supervised experience are required with up to two years credited for substantive, additional graduate work. Passage of a licensing exam (National Board for Certified Counselors) (NBCC) is also required.

Prior to the present study, little information, if any, existed which identified how counselors felt about licensing laws. In this study, a majority of counselors were either satisfied or very satisfied with the law (very satisfied, 12.4%; satisfied, 53.3%). One-quarter (25.4%) of the total sample reported uncertainty, and 8.2% were dissatisfied or very dissatisfied. A large portion (81.4%) of the counselors in private practice expressed satisfaction (very satisfied, 25.6%; satisfied, 55.8%) with the present law. The degree of satisfaction expressed by counselors both with and without private practices would indicate that the criteria for licensure are congruent with counselors' perceptions of what licensure should be. It is noteworthy, however, that most respondents were "grandfathered" with less rigorous standards. The licensing law may provide an entree to third party reimbursement and be a vehicle for status and/or prestige. Counselor satisfaction with the present licensing law is summarized in Table 3.

Table 3

Licensed Professional Counselors Satisfaction with Present Licensing Law

	Private Practice		No Private Practice		Total Sample	
	N	%	N	%	N	%
Very Satisfied	11	25.6	10	7.9	21	12.4
Satisfied	24	55.8	66	52.4	90	53.3
Uncertain	6	14.0	37	29.4	43	25.4
Dissatisfied	1	2.3	6	4.8	7	4.1
Very Dissatisfied	1	2.3	6	4.8	7	4.1
No Answer	---	---	1	0.7	1	0.6

The certification of the practitioners is summarized in Table 4. In terms of additional or other licensure or certification, 66 respondents (39%) were National Certified Counselors. Ten participants (5.9%) were Certified Alcohol and Drug Counselors, and nine respondents (5.3%) were licensed psychologists. Also included were Certified Clinical Mental Health Counselors and Clinical Members of the American Association for Marriage and Family Therapy, both reported as seven members (4.1%). Six (3.6%) were Certified Rehabilitation Counselors. The counselors in private practice were certified most often as National Certified Counselors (44.2%), with Clinical Membership in the American Association for Marriage and Family Therapy the second most frequent (11.6%). Seven percent of the counselors were certified as Rehabilitation Counselors. Certified Clinical Mental Health Counselors, Licensed Psychologists, and Certified Alcohol and Drug Counselors were the least reported certifications (4.6%) each.

Approximately one-third of counselors, both in private practice and not in private practice, reported no additional certification. This is particularly interesting since Licensed Professional Counselors in Oklahoma are required to take the NBCC Examination. It would seem that these practitioners could easily complete the additional work to become National Certified Counselors. These data, along with the lack of identification with national organizations, may indicate an interest of counselors in identifying with one primary credential.

Table 4

Additional Certifications/Licensing of Licensed Professional Counselors

	Private Practice		No Private Practice		Total Sample	
	N	%	N	%	N	%
National Certified Counselor	19	44.2	47	37.3	66	39.0
Certified Rehabilitation Counselor	3	7.0	3	2.4	6	3.6
Certified Clinical Mental Health Counselor	2	4.6	5	4.0	7	4.1
Clinical Member - American Association for Marriage and Family Therapy	5	11.6	2	1.6	7	4.1
Licensed Psychologist	2	4.6	7	5.6	9	5.3
Certified Alcohol & Drug Counselor	2	4.6	8	6.3	10	5.9

Professional Behaviors

Some of the private practice behaviors of Licensed Professional Counselors are identified in Table 5. Of the 169 counselors who responded to this part of the questionnaire, 28.4% of the sample reported that they were engaged actively in private practice, with 10.6% full-time and 17.8% part-time. Of the 48 counselors actively engaged in private practice, more

counselors worked part-time (62.5%), with 37.5% engaged in full-time practice. The respondents that reported seeing clients in private practice saw an average of 10.4 clients per week, with a mode of four per week.

The counselors spent from one to 60 hours per week in their private practices, with an average of 18.5 hours. Fees ranged from $1.00 to $75.00 per session, with an average of $52.80. Over one-half (57.5%) saw some clients without charging a fee, with the average percentage of no-fee clients 6.2%. Comparatively, Seligman and Whitely (1983) found a mean of 16.28 hours per week for counselors in private practice, while Weikel, Daniel, and Anderson (1981) reported 15.75 hours per week. Both of these studies reported mean fees charged by counselors in private practice as $41.95 and $35.00 per session, respectively. The mean fee of $52.80 found in the present study would suggest the inflationary conditions of our society.

Table 5

Professional Activities of Licensed Professional Counselors in Private Practice

	N	%	X
Practice Prior to Licensure	33	68.8	
Private Practice Activity			
Full-time	18	37.5	
Part-time	30	62.5	
Total in Private Practice	48	28.4	
Clients (per week)			10.4
Hours (per week)			18.5
Fees (per session)			$52.8
Clients with no charge		6.2	
Receive Third Party Payment			
Filed	28	60.9	
Received	26	92.8	
Professional Title			
Counselor	28	58.3	
Therapist	12	25.0	
Consultant	3	6.2	
Other	5	10.4	

Several years ago, Snow (1982) reported that about 13% of a sample of counselors were involved in private practice prior to the existence of a licensing law. Nineteen and one-half percent of the total sample of

counselors in this study reported private practice activity prior to the enactment of the present licensing law. Of the 48 counselors presently in private practice, 68.8% were in private practice prior to the passage of the law in Oklahoma.

Over one-half (60.9%) of the counselors in private practice had filed for third party payment, and most had received payment (92.8%).

The professional title most often used was Counselor (58.3%). Other titles included Therapist (25.0%) and Consultant (6.2%). About one-tenth (10.4%) of the respondents used other titles such as Clinical Specialist and Marriage and Family Therapist.

One of the activities that may represent territorial struggles and obfuscation of roles between psychologists and counselors is the administration and interpretation of psychological tests. Snow (1982) found a significant difference in perceptions between counselors and psychologists regarding the appropriateness of a licensing law for counselors allowing the utilization of projective techniques. Counselors favored it; psychologists did not.

In the present study, 48.9% (See Table 6.) of the counselors in private practice reported administering projective techniques in their assessment of clients. That almost half of those counselors in private practice utilize projectives would suggest that this form of assessment is important for counselors. It is noteworthy that projective techniques are

Table 6

Test Administration/Interpretation of Licensed Professional Counselors in Private Practice

	N	%
Intelligence	25	51.0
Aptitude & Achievement	31	63.3
Interest	24	52.2
Personality	32	66.7
Projective	23	48.9

specifically excluded in some counselor licensing laws (Snow, 1982). These data suggest that test administration, in general, and projective techniques, in particular, are training issues for counselor preparation programs.

In general, counselors in private practice in the present study reported administering and interpreting tests. It should be noted that all types of tests are utilized by counselors in private practice. This suggests that competency needs to be developed in preparation programs at the master's level and that licensing laws need to address this issue. It is important from both a practical and ethical standpoint that activities included in licensing laws correlate with preparation programs.

Summary and Implications

The respondents to this questionnaire were an average of 43 years old, more females than males, mostly married, and almost all Caucasians. Most were practicing with master's degrees completed in the last 10 years.

The largest percentage of counselors, whether in private practice or not, identified with AACD (30.3%). A comparatively large percentage (20.6%) maintained no identity with national organizations. If certified by other bodies, counselors were most likely to be National Certified Counselors (39%).

About 28% of the licensed professional counselors were in private practice. Those who were in private practice engaged in counseling activity approximately 19 hours per week and charged an average fee of about $53.00 per session. Over one-half of the respondents saw some clients for no fee. About 60% of the counselors tried to obtain third party payment, and most were successful.

The results of this study suggest some implications and issues for the practice of preparing and licensing counselors. First, counselors who seek licensure tend to do so without engaging in private practice after becoming licensed. This would indicate that counselors either have an unrealistic perception of the opportunity for private practice or do not have the time or inclination to do so. A further implication is that there is an inherent value or status simply in being licensed.

A second issue is that of identity. A relatively small percentage of the respondents, both those in private practice and those who were not, maintained identity with professional organizations or were certified in specializations. This finding suggests that networking and a sense of connectedness are either non-existent or are found in arenas other than professional organizations and certification activities.

A related issue is that of private practice behavior. A large percentage of respondents (92.8%) who applied for third party payment received it. This would indicate that licensure was useful in terms of third party payment. The professional title most often used was Counselor, suggesting a separate identification from other helping professions; however, approximately 25% of the respondents used the title of Therapist, suggesting a generic identification with a number of helping professions.

A fourth area of interest is that of testing. The private practitioners surveyed in this study were engaging in a variety of testing activities, including intelligence, aptitude, personality, and projective measures. This would indicate the need for counseling preparation programs to provide extensive testing and measurement course work. The data also suggest that counselors are participating in some assessment activities that have been in the province of psychologists. Clearly, in practice, the helping professions have more commonalities than differences.

While it may be assumed that counselors in private practice work with a wide variety of clientele, further research focusing on specific counseling practice would be important. For example, are the kinds of client issues seen by counselors similar to those seen by other helping profession practitioners? Additional research would be helpful to counselor educators and professional groups in addressing the formal and informal educational needs of counseling practitioners.

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Silver Anniversary Salute . . .

"Silver Anniversary Salute" is a 1991-92 CACD Journal special feature in honor of CACD for 25 years of activity and accomplishment. In the first article, the CACD Presidents write about happenings during their respective tenures. A report of an interview with the CACD Executive Vice President follows. Lastly, a summary of CACD as reflected in headlines in CACD publications is presented.

The Development of CACD: 25 Years of Activity and Accomplishment

The CACD Presidents

Abstract

The development of the California Association for Counseling and Development (CACD) over the past 25 years is described by the CACD presidents.

1967
Betty W. Ellis, Founding President

This 25th anniversary feature in the *CACD Journal* presents the unique opportunity to witness and compare the progressive, historical evolution of the California Association for Counseling and Development (CACD) beginning with its achievements in 1967 and progressing through time and cultural space to the principal events of 1991-92.

Prior to proceeding, it should be noted that the success of 1967 was a direct outgrowth of important steps taken in the latter part of 1966 by the California Committee on Organization of a Statewide Branch of the American Personnel and Guidance Association (APGA), now the American Association for Counseling and Development (AACD). Therefore, certain events of 1966 are highlighted in the material that follows.

Survey (February, 1966). The Subcommittee on Membership Involvement surveyed 733 APGA California members, a representative sample, to ascertain how many favored a statewide branch. Returned ballots numbered 364. Of these, 284 were in the affirmative. In answer to a second question, 261 respondents were willing to sign a charter petition.

Officer Nominees (October 29, 1966). The Organizing Committee approved the slate of officers recommended by the Nomination Subcommittee

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Betty W. Ellis was the founding president of CACD. 1967-68 through 1990-91 presidents were: Harry Smallenburg (deceased), Richard Hoover, Thomas McSweeney, Anita M. Mitchell, Tom Quinn, Kay Ragan, E. W. (Bud) Stude, Alex D. Aloia, John T. Palmer, Jack Matlock, Carolyn Fowle, Bill Rowley, Norma Gates, Gordon Footman, William H. Ott, Jim Saum, Paul Kullman, Gerald T. Olson, John Patterson, Benjamin J. Reddish, Jr., Bob Godinez, Pat Nellor Wickwire, Mackie Jeffus, and John Hall. Jackie Allen is the 1991-92 president.

and the recommendation that the Chairman of the Organizing Committee be recognized as the founding president.

Application for a State Branch Charter (December, 1966). The application was forwarded to the Executive Secretary of APGA, with supporting documents: (a) Proposed bylaws; (b) Letters of Approval from the five California chapters of APGA; (c) Signatures of 10% of all California members of APGA; (d) Report of the Nomination Subcommittee; and (e) Minutes, October 29, 1966, confirming acceptance of the aforementioned report.

Final Meeting (March 21, 1967). Officers for the anticipated state branch were installed, and duly appointed representatives to the Executive Council were seated.

Award of the Charter (March 22, 1967). In an impressive ceremony, the APGA Charter for the California Personnel and Guidance Association (CPGA) was received by the president, and the founding president *in absentia*.

1967-68
Harry Smallenburg, President

Harry Smallenburg is deceased. In his honor, J. Richard Harsh wrote:

There is no greater gift or treasure than to have the opportunity to know, to work with, and to share full communication with a warm, compassionate, and fully mature person. That is the joy and satisfaction that we have known with Harry Smallenburg.

Harry showed us all by his words and actions what a mature person could be:

- A lack of self-centeredness
- A constant warm interest in others
- A unifying philosophy of life that demonstrated the power of finding good — rather than fault finding
- An effervescent enthusiasm for all that was possible to do each day
- A sense of humor that might cheer one's spirit at the time of conflict or indecision
- A constant quest to gain greater understanding and communication among all persons
- An earnest and never faltering dedication of his time and talents for the good of others

Our minds are full of pleasant memories of times when these greater qualities of Harry gave us support, encouragement, and renewed strength to cope with the demands of the time.

Of particular note is the way that Harry always inspired people by finding the achievements and good in each of them. Some people seem to resort to the use of threat, or imposing feelings of guilt as a means of leadership or control. On the contrary, Harry showed us all the value and power of

warm friendliness, continual faith in the integrity and potential of the other person, and an uncompromising dedication to providing support and assistance to the purposes and conditions of others.

Some of us have had the opportunity to know, live with, and share the full range of life experiences with Harry. No one can react with other than profound admiration for his consistent, never faltering qualities of true maturity and greatness. Greatness as an accomplished, talented, fully mature person. (Excerpted from *CPGA COMPASS*, April-May, 1979).

1968-69
Richard Hoover, President

The year began with CPGA (now CACD) becoming a true umbrella organization, with the inclusion of six divisions: CACES, CVGA, (now CCDA), CAMEG (now CAMECD), CECA (now deactivated), CRCA, and CSCA. Organizational efforts to form CCPA were underway. In addition, the Association had six active local chapters. Membership was high, with 4,500 members, and continued to increase throughout the year, reaching some 4,900 by May 31, 1969.

As part of this transition year, the Association pledged to its divisions, chapters, and members that the following would be accomplished:

1. Establish a headquarters office with clerical staff.
2. Publish the *News Journal.*
3. Establish a public affairs committee to monitor and pursue legislation of concern.
4. Develop a unified dues structure.
5. Establish and maintain membership processing via electronic data processing.
6. Conduct unified elections balloting.
7. Plan, develop, and present the profession's annual statewide convention.

I'm proud to say that with the unselfish leadership, support, and commitment of all members of a simply outstanding Executive Council and Committee team, the Association met its pledge. The year culminated with a superb 1969 Convention in Anaheim during which the CPGA Senate voted to establish an office of Executive Director by July 1, 1969.

1969-70
Thomas McSweeney, President

In the year 1969-70 CACD, then known as CPGA, was undergoing rapid and critical growth and identity changes.

As a newly formed professional organization CPGA was engaged in continuous ongoing interaction, not only with its divisions, chapters, and caucuses, but also with national and statewide groups such as school psychologists and psychometrists, school social workers, child welfare and attendance workers, vocational and career guidance workers, employment training and placement groups, and others.

Turf wars, dangerous and debilitating, might easily have developed. But the strong climate of cooperation of the division and chapter officers, as well as the constant support and assistance of the California State Department of Education, effectively nurtured the growth and development of CPGA. The California Counseling and Guidance Association, which assumed a very supportive role as a major division of CPGA, did much to ease the early problems of role definition and operations of CPGA, now CACD.

No birth occurs without some accompanying labor and pain. But there may be someone present on such occasions who reduces the trauma. In the case of CPGA it was Dr. Richard Hoover, Executive Vice President. Not only did he establish an efficient computer-based office to handle membership and other operational areas, but he also instituted a number of membership services such as group automobile insurance which encouraged enrollment in CPGA.

The success of CACD in this early beginning year must be attributed in large part to the extraordinary efforts of Dr. Hoover. Not only was he the hands-on manager of the CPGA office, but he carried out most of the job functions of CPGA Headquarters. He was the professional representative of CPGA to the State of California and other statewide groups. He was the CPGA liaison officer to the divisions, chapters, and caucuses of CPGA. He was the CPGA presence at conferences, meetings, and programs whenever the opportunity could be created throughout the entire state. Most important, Dr. Hoover was the person who shaped, directed, and brought to success the annual state conference.

The trust and confidence that the Executive Council placed in Dr. Hoover was the glue that held CACD together in that early year of 1969-70. My brief opportunity to serve CACD as president will always be remembered as bolstered by the warmth and positive efforts of the Executive Council and by the extraordinary commitment and efforts of Dr. Richard Hoover.

1970-71
Anita M. Mitchell, President

When Pat Nellor Wickwire asked me to write about my year as president at CPGA I drew a blank. That year — 1970-71 — was 21 years ago! Memories were blurred — I would be at a loss to recapture noteworthy tidbits from that very full year. As I tried to remember details I found that facts escaped me, but feelings — warm, exhilarating feelings — surfaced. There must have been something special in that year after all. I did remember that there was an outstanding slate of officers, and that we were blessed with the committed expertise of Dick Hoover as Executive Director, and that programs and services — as well as membership — were expanding. But that could be said of almost ANY year in CPGA!

I told Pat about my dilemma, she spoke with Dick Hoover, and, as always, he came to the rescue, furnishing me with printed materials from 1970-71 to get my fading memory working again. Ah, yes! That was a challenging year. I shudder now to think I had the audacity to think I could perform as well as Tom, Dick and Harry -- my predecessors. Tom McSweeney, Dick Hoover, and Harry Smallenburg had breathed life into the fledgling organization, and their hard work and vision had forged a strong and cohesive

force that was able to withstand the political and economic vagaries that sometimes threatened not only its growth but its goals.

What characterized the 1970-71 professional year? With I. Thomas Quinn as president-elect, Thomas McSweeney as past-president, Maurice Crossland as secretary, Gene Fredericks as treasurer, and Elbert Bales as treasurer-elect, CPGA in 1970-71 worked through eight divisions to reach a variety of pupil services workers, most of whom were fighting for identity and/or survival. Services and programs included a full-time executive director, an annual convention, a placement bureau, group insurance and purchasing programs, and publications.

The convention, with the theme "The Search for Survival," was held in San Francisco, with about 3,000 participants. Special presentations were made by Assemblyman John Vasconcellos; Dr. Price Cobb, author of *Black Rage;* and Aileen Hernandez, president of NOW (National Organization of Women). At the convention Dr. Edwin Whitfield received the first Clarion Modell Distinguished Service Award. In a bold move that happily received the approval of the Senate, the officers presented *36 MONTHS*, a blueprint for expanding CPGA's response to needs expressed by divisions and individual members. The blueprint proposed a field service assistance program; legislative activity, both in influencing legislation and in originating needed legislation; negotiations assistance; professional representation; a research program; expansion of publications beyond the journal and newsletter to include monographs, fliers, and so forth; an expanded and focused convention; a stronger placement bureau; and expansion of group insurance and purchasing programs. The blueprint — *36 MONTHS* — was adopted by the Senate at the convention, and CPGA and division officers and committees immediately began implementation of the blueprint to address the grass-roots concerns and interests of the members, for example, the negotiation process in employer/employee relationships, protection of job standards, and local program development and implementation.

It was in the 1970-71 CPGA year that the name of the newsletter was changed from *OVERVIEW* to *COMPASS*. Since the *36 MONTHS* proposal was to point new directions, the name *COMPASS* was especially appropriate.

CPGA — later to become CACD — has come a long way since 1970-71. I'm proud to have been a part of its growth.

1971-72
Thomas I. Quinn, President

CACD, then named CPGA, was in its fourth year and there was discussion as to its workability. An important, *not* unusual problem, was having limited funds. As a result, there was concern about increasing membership and having a successful conference. If memory serves me, our membership did grow to a new peak level. Also, the conference, chaired by Dr. Alex Aloia, was well-attended and was evaluated as being most successful. The highlight of the conference was a speech by Dr. Victor Frankl, author of the book *Man's Search For Meaning*. A low point was the untimely death of Dr. H. B. McDaniel, a highly respected national and state guidance leader, following his presentation of a brief speech to the conference participants. This conference was the first to have presidents from many of the Western Region states participate.

Divisions were uneasy about the CPGA umbrella concept. There was concern about losing their identities and a hesitancy about collaborating with other divisions and caucuses. Caucuses were developing and there was concern about CPGA becoming too fragmented. Dr. Hoover and I spent much time meeting with division and caucus leadership in an effort to explain the advantages of this type of organization and to encourage divisions and caucuses to work together better. Many concerns were expressed, and much dialogue took place. The result was some improvement regarding the divisions' feeling that they could have separate goals and also have common CPGA goals. There appeared to be a reduction in the concern about the formation of caucuses. These problems were *not* resolved in one year, but it is fair to state that significant progress was made.

I found my experience as president to be a most satisfactory one. I received much personal satisfaction from working with many wonderful people and am pleased that some became and still are my friends.

I conclude by wishing CACD and its members a successful future.

1972-73
Kay Ragan, President

1972-73 was a busy year for CPGA (CACD). The Black and Chicano caucuses were the newest affiliates and were very active.

This was the first and only year that CPGA co-sponsored the annual convention with APGA in San Diego at the U.S. Grant Hotel. The speaker list was impressive, with Carl Rogers; Dr. Sidney P. Marland, Assistant Secretary of the Department of Health, Education, and Welfare; Patricia Reilly Hitt from the same department; and Wilson Riles, California's Superintendent of Public Instruction. California member participation in the convention was down from previous years. The joint sponsorship also affected our opportunity to pick up new members.

Legislative activity included drafting competency language for pupil personnel workers and counselors, an unsuccessful bill that would have assigned 7% of school funds in unified and high school districts and 4% in elementary districts to pupil personnel services, and the retention of EOP programs in colleges. CECA and CPGA were also concerned with the proposed depletion of employment counselors.

It was a year that we met with various school district groups regarding inappropriate counselor assignments.

Six monographs related to professional issues were published in 1972-73. Member services included placement assistance, group insurance, and purchasing programs.

In my closing *COMPASS* message I stated, "I believe our willingness to move, to grow, to change, to evaluate is hindered only by our lack of vision and willing workers. Members are the link that can clarify the vision and become the workers." It appears that statement is still applicable.

1973-74
E. W. (Bud) Stude, President

Three things stand out in my mind 18 years later as I think about my term as CACD (CPGA) President in 1973-74. The first two are personal reflections, while the third probably did have a significant effect on the Association which has endured during the intervening years.

First, I remember that I began the month of March, 1973, thinking I would assume the position of President-Elect in April, and finished the month of March, 1973, knowing I would assume the position of President in April. The individual who was supposed to begin his term as President resigned two weeks before he was to take office. Consequently, as the incoming President-Elect, it was my responsibility to take over as President. Whatever might be going through the reader's mind probably did go through mine as I contemplated this challenge. I had been secure in the thought that I would have a year to "learn the ropes" before being thrust into the "lion's den." Having just finished a term as President of the California Rehabilitation Counselors Association, an organization considerably smaller than CPGA, I felt the need of an apprenticeship. So much for orderly transitions!

The second thing that stands out is related to the first. As a neophyte President, I had to rely more heavily than most on the Executive Vice President of CPGA for guidance and assistance. I had known Dick Hoover while a member of the Board of Directors as a result of my year as CRCA President. Neither he nor I realized then how quickly our relationship would deepen. He was probably more concerned about my assuming the presidency than I because he knew how much assistance I would need. However, Dick was more than equal to the task and any accomplishment I might have realized as president is due to his patience, understanding, and knowledge. The Association has indeed been fortunate to have his leadership over the past 20-plus years.

The third event occurred toward the end of my term as I was presiding over the final session of the CPGA Senate at the convention in San Francisco that year. It had been an excellent convention, the first to be held in the Hyatt Regency's newly opened hotel in downtown San Francisco. As the presiding officer of the Senate, the only time my vote was required was in the case of a tie. A sometimes hotly contested debate had been going on for some time regarding whether the Women's Caucus should be allowed to affiliate with CPGA. On the one hand were those who felt that another affiliate would lead to a fracturing of CPGA to the point where the organization would lose its ability to speak to all of its members. On the other side was an equally concerned group who saw the need for CPGA to recognize the importance of allowing groups within the Association to assert an identity that would result in better visibility, recognition, and meeting of their needs. At last the issue was put to a vote and upon counting the ballots the votes for each side were exactly even. The responsibility to break the tie fell to me as the presiding officer. Standing behind the podium in a large room full of individuals keenly interested in the outcome of a hotly contested issue does not leave one much time to think! However, it seemed to me that if CPGA was the organization it said it was, one committed to advocating for the rights of those who were oppressed or in need of assistance to reach their potential, and the group wanting to affiliate with the Association had met all the requirements for affiliation, then my vote could only be in one direction

— in favor of creating the affiliation of the Women's Caucus with CPGA. My vote was in the affirmative and the meeting ended.

Over the years since my term as president, I have tried to stay actively involved with the organization in whatever way would prove beneficial. I am proud to be a member of CACD. I have observed it to be a professional association dedicated to assisting us as members to serve our clients in a sensitive, yet forward-thinking maner. I know the next 25 years will see a continuation and expansion of that mission.

1974-75
Alex D. Aloia, President

When I accepted the nomination for the presidency of CPGA, it was my goal to bring together the many counseling, mental health, and human resources constituencies in the State in a coalition relationship. We needed to talk, share, and sometimes plan together to provide the best possible services to the citizens of California. There were many professional associations going in different directions and with minimal contact with each other.

Historically and to this date, each of our CPGA/CACD Presidents served one year. This goal would be difficult to accomplish in such a short time. My Executive Council was a superb group of professional men and women who were supportive of all of my efforts.

During my year, I invited the presidents of nine professional associations to join us at our February convention by being our banquet guests. It was a highlight of my tenure when all of them accepted my invitation. These included the California State Psychological Association, California Association of Marriage and Family Counselors, California Association of School Psychologists and Psychometrists, Personnel and Industrial Relations Association, National Rehabilitation Counselors Association, California Nurses Association/California School Nurses Association, and Society for Clinical Social Workers. This was a delightful experience for our membership.

Two years ago, our 1974 effort was rewarded when, on my recommendation, the CACD Executive Council voted to apply to become a member of the California Coalition for Mental Health, a coalition of 26 mental health constituencies. CACD was accepted unanimously by the membership of the Coalition. See the membership below.

CALIFORNIA COALITION FOR MENTAL HEALTH

National Association of Social Workers, California Chapter — California State Psychologists Association — Organization of Mental Health Advisory Boards — Mental Health Association in California — California Medical Association — California Psychiatric Association — California Conference of Local Mental Health Directors— California Alliance for the Mentally Ill — Family Service Council of California — Society for Clinical Social Work — California Association of Social Rehabilitation Agencies — California Mental Health Advocates for Children and Youth —California Council of Community Mental Health Contractors — California Association of Health Facilities — California Association of Hospitals & Health Systems — California Association of Marriage and Family Therapists — County Supervisors Association of California — Bay Area Coalition for Mental Health — Central California Mental Health Coalition — Los Angeles Advocates for Mental Health — Protection & Advocacy, Inc. — California Nurses Association — California Academy of Child & Adolescent Psychiatry — California Network of Mental Health Clients — California Association for Counseling & Development — California Council on Mental Health — San Diego Coalition for Mental Health

During my tenure as president, we conducted a most successful convention at the Los Angeles Marriott Hotel with my Chairperson Jean McIlyar, and the guidance and support of Richard Hoover. I was pleased to

present a charter to the Women's Caucus on behalf of our Executive Council. In addition, I visited several CPGA chapters throughout California. I am proud of my Life Membership in our association. It was my pleasure to contribute some thoughts to the *CACD Journal* Silver Anniversary Feature.

1975-76
John T. Palmer, President

As usual, this has been an active year for the California Personnel and Guidance Association; only this year it seems more so! For our members at large, I would like to review some of the highlights of the year.

This has been — without a doubt — the busiest year of my life, even though I have been some 600 miles away from CPGA Headquarters. At times I felt isolated and not of much help to Dr. Hoover and other times I found the distance to be of value: I could simply delegate the time-consuming task to others! Seriously, I have enjoyed almost every minute of the task of being your President. I know that I have grown in many ways and have made many new friends.

Much has happened during the 1975-76 year that I feel has given greater strength and stability to our organization. Permit me to list some of the association's accomplishments.

1. Our membership has continued to increase at a time when it was expected that an increase in dues would probably result in a decrease. Thanks to the efforts of Joyce Earl and her membership committee, we actually increased well over a hundred members.

2. The addition of Charles Parent to the staff as Assistant Executive Director increased services to all members.

3. Continuing the trends from the past, legislative advocacy at all levels increased under the responsible leadership of Morgan Vail and the other members of the Public Affairs Commission. In addition, our having Dr. Pat Hewitt as our advocate paid off by insuring that counselors and other pupil personnel specialists were provided the alternative of representing *themselves* in future collective bargaining provided under the Rodda Act.

4. Your officers and representatives became both active and visible in the Western Branch Assembly of APGA. At the Denver meeting of WRBA your president was elected to a three-year term to the Executive Council of APGA; former President Tom Quinn was elected as an alternate member to represent WRBA. The needs of California can now be voiced directly to APGA.

5. An important and promising Blue Ribbon Committee, chaired by our Immediate Past President Alex Aloia, with Past Presidents Kay Ragan, Anita Mitchell, and Harry Smallenburg, President-Elect Jack Matlock, and Wanda Erhardt of CSCA, was appointed by me to look seriously at what future directions CPGA should take. I charged this committee to deal definitively with the future role of our association at a time when employee-employer needs must also be met. Herein lies the need for much serious continuing thought and deliberation.

6. Space precludes mentioning the many professional development workshops, mini-conferences, mini-conventions, and seminars that were presented to our members by our divisions, affiliates, and chapters. Obviously all components of CPGA are active in keeping our membership alive and aware of the emerging needs of our profession.

It is impossible to thank the many CPGA members who gave so much of their time — and themselves — to our organization this year. I would like, however, to thank the members of the headquarters clerical staff for their fantastic devotion and efforts in performing the day-to-day tasks of our organization. Perhaps only the Executive Director and the President can know of their many efforts.

And finally, CPGA is truly becoming an organization that can well represent the counseling and personnel point of view throughout California. I ask that each of us dedicate ourselves both professionally and personally to this goal. — (Excerpted from *CPGA COMPASS*, Spring, 1976).

1976-77
Jack Matlock, President

At the first meeting of the 1976-77 Executive Council, May 1, 1976, there were several priorities determined to be the thrust of your Association during 1976-77.

These can be considered as all top priority. One had to do with a better understanding of how CPGA as an organization works and how things are accomplished. This reflected the need to be as well-informed as possible to best carry out leadership responsibilities for those they represented — the divisions, affiliates, and caucuses.

In order to inform in the most simplified manner possible, a manual was assembled by Dick Hoover and the headquarters staff called "Policies, Procedures, and Operations of CPGA." Careful indexing and tabs were used in order to organize all of the information needed by anyone who wanted to know how to get things accomplished. It may not be the panacea but it was certainly a start toward bringing a very complex operation into some kind of order for association leaders.

It was suggested by many that CPGA seemed at times to be less than a united-cohesive body, particularly when it came to dealing with the separate interests of its many groups. An important priority then became to establish an operation which would provide for this united cohesive body. As an example, through a mutual concern which was precipitated by SB-160, the California School Counselors Association (CSCA) and the California Association of School Psychologists and Psychometrists (CASPP) got together to form the California Pupil Services Labor Relations, Inc. Through this joint effort the pupil services in California implemented a plan which did bring unity in terms of the formation of bargaining units within many school districts. The formation of the independent corporation is but one example which demonstrated the united and proactive stance of CPGA as it affects its divisions and affiliates.

Another very high priority was to establish a more meaningful identity and greater visibility for the counselor, irrespective of work setting. This grew out of the recognition that there have been many job cuts made, re-

assignment of tasks, and a lack of understanding of the significance of the counselor's role. I use the term "counselor" in its broadest sense here because all of us are involved in some kind of counseling role. The exception might be a few of us who come from business and industry, myself included. To help address this need, a Public Relations Commission was created with the intent that a highly professional approach would be needed in order to accomplish the task.

Although there are several more accomplishments that could be mentioned, I shall end this part with one final thrust which had been identified by your Executive Council. This was to provide greater services to members and groups at the local level. In order to accomplish this, a field representative was employed.

I would like to acknowledge the parts of CPGA which have made the many accomplishments come true. Various commissions and task forces have been active this year on behalf of the total membership:

COMPASS, Convention Committee, Gay Life Style Education, Humanistic Intergroup (HIT), Human Rights, Maturing and Aging, Membership Commission, Mid-Life and Futurism, Monograph Editorial Board, Paraprofessional Counseling Issues and Policies, Placement, Professional Development, Public Affairs (PAC), Public Relations.

These are the workhorses of CPGA, but little would have been accomplished had it not been for the dedicated and "never-tiring" support of the Executive Director and headquarters staff.

One last body which needs a very special recognition is the 1976-77 CPGA Executive Council. It has been the highlight of my professional career to have been associated with these people.—(Excerpted from *CPGA COMPASS*, Spring, 1977).

1977-78
Carolyn Fowle, President

First of all, I want to thank you for allowing me to serve as your President for the year 1977-78. It has been a year of both personal and professional growth for me and you have contributed to this experience. I do thank you!

One of our basic objectives for the year was that CPGA continue to be a visible organization. I believe that there is no doubt but that we have met that objective. While the membership rosters of a number of other professional organizations have been faltering ours has remained stable.

Professional commitment is high and the ability for a number of pupil service workers in the schools to form their own negotiating units separate from teachers and management has given new visibility to, and respect for, our profession.

Another objective for the year was to foster closer working relations between counseling services personnel and administrators. And definite steps have been made. CPGA and the Los Angeles Chapter of CPGA co-sponsored, with ASCA and the Los Angeles County Office of Education, a workshop devoted to Teamwork: Pupil Services and Administrators. This fall

conference was attended by approximately 500 persons. Employment counselors have been working with EDD management on a number of projects including a survey of counseling needs. Throughout the state both student services personnel and administrators are examining ways of working together in the implementation of recent state and federal legislation such as AB-65 and PL 94-142.

. . . our organization is viewed as one of the leading professional organizations in the state.

It goes without saying that service to our members is a continuous objective and the all-pervasive one. We have devoted much time and energy to offering professional development opportunities and outstanding publications, to effecting legislation in the field of counseling and personnel, and to offering more personal services to our members.

Under the very able leadership of Alex Aloia, Gordon Footman, and Gary Johnson, the Professional Development Commission surveyed the needs and desires of the membership as to the areas of professional development in which they would like to participate. The response was excellent and the Commission began to plan workshops and conferences according to the members' wishes. In October a conference on "Midlife-ery" was coordinated by C. D. Johnson and Edwin Hallberg; attendance was excellent. A similar conference is underway for Northern California this spring. A total of 13 professional development workshops, in keeping with members' stated needs, are being held in conjunction with the annual February CPGA Convention. Professional development has been a high priority!

The Public Affairs Commission under the expert leadership of Morgan Vail was instrumental in securing appropriate amendments to AB-65 and in securing funding for P.L. 94-482, Title III-D. Both of these pieces of legislation are of tremendous importance to counseling personnel. Capitol Hill visits will be made by CPGA members in Washington, D.C., during the March APGA Convention.

Insurance and savings plans have been available to members for some time, but during the past year the option of legal advice was offered in the package of Special Services that Maury Smith and his commission monitor.

An organization is often known by its publications. *COMPASS* is issued regularly to keep our membership informed. In addition to this, however, did you know that CPGA publishes more monographs than any state PGA organization in the nation? That's right; This year we added Monograph No. 11, *Guidance Personnel 1984: Models for the Future*. And Harry Smallenburg, chair of the Monograph Editorial Board, informs us that Nos. 12 and 13 will be announced before the end of the year. We have requests for these monographs from all over the country and from some foreign lands as well. In some instances, the monographs are used as texts for college and university classes. California leads the way in professional publications for personnel and guidance.

I have mentioned the work of only a few of our many commissions and task forces. Many persons have contributed to the many accomplishments of the year! I regret that space and time do not allow me to report on the activities of each. But, believe me, it was a busy and productive year. — (Excerpted from *CPGA COMPASS*, March-April, 1978).

1978-79
Bill Rowley, President

Perhaps the significance of an organization is measured by its ability to perform in the midst of a crisis. The 1978-79 association year was the "Year of Proposition 13," and the tax revolt which took place in California served to impact every Association effort. Although the existence of CACD as a viable representative of counselors in the state was potentially threatened, leaders of the Association were far more concerned with the very real threat to jobs and positions held by CACD members.

In response to this crisis, CACD developed an action plan designed to assist members in fighting for the retention of counseling positions in local and state settings supported by tax revenues, and much of the year was spent implementing the plan. The plan directed the Association to write letters and send supportive information to every public-sector agency in the state which employed counselors. The material included a rationale for the retention of counselors, and provided answers to questions likely to be asked by those people making budgetary decisions. Individual members were also given suggestions and information which would help them in their own local efforts to gain the support of those people who were making decisions regarding staffing. In those cases in which a member wanted or needed legal advice, the plan provided for a one-time consultation with an attorney.

The leadership of CACD spent many hours on the phone and in person speaking to counselors, offering encouragement, support, and information which might help them stand in the midst of what seemed like overwhelming odds. Leaders of other state counseling associations asked CACD for suggestions and advice regarding Proposition 13, as they were fearful the tax revolt begun in California would spread to other states.

Although we did lose *positions* during this crisis, the *profession* retained its presence in significant numbers, waiting for the day when positions would be reinstated as the crisis ended.

In spite of Proposition 13, the work of the Association continued unabated, with several notable events taking place. CACD's governance procedures were completely restructured, with major functions of Association work being assigned to what were called Action Units. These governmental entities created a training ground for leaders, enabled tasks to be timely and effectively addressed, and helped the Association to become cost-effective.

The Association's desire to create a nonprofit educational foundation was implemented through the Western Region Education Foundation. It took on the responsibility of the pre-convention workshops, designed conferences and counseling-related topics, and even had a publishing arm.

This was also the year when CACD invited the counseling associations of neighboring Western states to become a formal part of our annual convention. With our new agreement, however, state counseling associations were invited to present a designated number of workshops during the convention, thus broadening and enriching our experience of conventioneers.

1979-80
Norma Gates, President

Service during the tri-term presidency (elected, actual, and past) highlighted one major theme and goal for me to share with CACD members:

— Together we stand, divided we fall —

The three-year service block directly surrounded the Proposition 13 period. It was a period of time when feelings of isolation prevailed since budgets were drastically slashed which in many cases decimated full or major portions of staffs, program effectiveness was challenged, and counselors of all kinds were concerned as layoffs began.

My focus, in this light, was to spend personal time in the "small group settings," and to be genuinely available to our membership in many ways. I, therefore, often spoke of 1979-80 being highlighted as *The California Year of the Person*, encouraging members to work toward an accountability/efficiency model, using available resources to achieve their goals.

The challenge I sought to bring to the 1979-80 presidential year focused on priority-setting, remembering to be personal and professional, while taking a purposeful and prestigious stance for ourselves and our organizations. We not only accomplished this within our state but also brought the Western regional states to California to unite communications and professional expertise formally at our 1980 convention.

Legislatively we were able to combine efforts with now Senator Gary Hart to improve counseling efforts for California students and place counseling language into regulations for handicapped children.

We became involved with the State Preparation and Licensure Commission on behalf of counselors, continued liaison work with the State Department of Education, were represented on the Articulation Council of California Board of Directors, reinstated our CPGA journal, participated in the Western Region Education Foundation by presenting workshops, and published the Monograph *Student Advisement*.

In summary, I offer this quote from the "President's Message" in the March-April, 1980, issue of the *CPGA COMPASS:*

> *The California Personnel & Guidance Association has been and will remain a symbol of pride to me as a guidance professional.* It has been with great pleasure and enthusiasm that I have endeavored to serve each CPGA member and group. I am experiencing mixed personal feelings as my term as CPGA President is beginning to draw to a close as one of my most valued memories will be that of being a part of so many wonderful "people activities." You have allowed me to share in your individual outlooks regarding counseling and beyond. We have and we will actively and competently discuss issues in a professional manner befitting our status—agreeing and disagreeing with a truly humanistic regard. You are special and I am proud to have been elected to serve you during 1979-80, this California Year of the Person!

1980-81
Gordon Footman, President

Long known for their CPGA and APGA leadership roles, Anita Mitchell and Don Hays were in the spotlight as major speakers at the recently held convention of the National Association of Pupil Personnel Administrators. For the first time NAPPA, which I serve as president-elect, held its convention in California. Don and Anita spoke on "National Perspectives in Guidance."

Stimulated by their remarks, I jotted down some key words applicable in any of our work settings that have been shown to be successful for those individuals practicing what the phrases suggest. *I call these words and phrases my "Seven Cs."* They are:

- Congressional (and other legislative) input
- Communication
- Confidence
- Charisma
- Clout
- Community support
- Coordinated effort

Let me explain briefly:

Congressional (and other legislative input) — With many new faces in Sacramento and Washington, D.C., it is vital that we let our legislators know what we stand for and what we want. Morgan Vail's work, along with that of the Public Affairs Commission, has demonstrated how effective these efforts can be. This group cannot do it alone; it is a matter of constant and individual effort.

Communication — Professional specialists tend to talk to fellow specialists. We need to develop and utilize devices to communicate our contributions to the "significant others" in our professional lives. Newsletters, periodic reports, and presentations help decision makers understand our valuable contributions.

Confidence — As highly trained specialists, we know what we are doing. Let's act that way. No used car salesman ever sold a car by complaining that he wasn't appreciated.

Charisma — As people-oriented professionals we are often perceived as a rather shy and retiring group. Because of our training, we know the techniques of attracting attention and admiration. Let's use those techniques. Competencies and success (as well as art) are often in the eye of the beholder.

Clout — Our competitors have little hesitation in using clout to accomplish what they see as desirable ends. We have that same potential providing we organize and use our supporters to gain our professional goals.

Community Support — Regardless of our work setting, we are identified with some community. Over and over I have seen services retained and expanded when that community (a) understands the need for services and (b) becomes a partner in providing that support.

Coordinated efforts — With varying and, often, conflicting demands for funding, we specialists need to work together to gain our professional goals. We need to communicate with each other and then present a united posture in order to achieve success.

As you read this, the Western Region Branch Assembly (representing the 13 western states of APGA) will have just concluded its annual meeting. Norma Gates, Bill Ott, and I represented CPGA. Chairperson Bud Stude, past president of CPGA, led WRBA participants in a series of informal and inservice sessions. A major agenda item for your President was a meeting with APGA President Tom Sweeney. The purpose of that meeting was to explore enhanced liaison and cooperative working relationships between CPGA as a state organization and APGA. President Sweeney has stated his deep commitment to this goal and your president is equally dedicated to that end.

The recently concluded meeting held by Bill Ott, CPGA president-elect and membership chair, with the respective division, affiliate, and chapter members to implement the adopted membership campaign slogan, "EACH ONE, ASK ONE." Have you asked at least one colleague to join? — (Excerpted from *CPGA COMPASS*, Winter, 1980).

1981-82
William H. Ott, President

Association goals for 1981-82 included: I. Affirming Counseling and Guidance essential to the state's human services mission; II. Strengthening the common bond between and among the Association's professionals; III. Representing Counseling/Guidance in deliberations directed to long-range funding; IV. Increasing the interaction between Counseling/Guidance and Business/Industry; V. Supporting "personal development courses" as viable components of Counseling programs; and VI. Encouraging membership in CPGA.

I. *"Affirming Counseling and Guidance . . ."* Our membership on the Board of Governors, Articulation Council of California, resulted in the Council's endorsement of a statement of "Support for Secondary Counseling and Guidance Services." The endorsement was sent to the "California Roundtable" (Pat Callanan, Glenn Dumke, Gerald Hayward, Wilson Riles, David Saxon, and Robert Rosenzieveg) for appropriate action. Further support for counseling was realized in the passage of a bill modifying AB-763 (Hart), "Student Confidentiality." The modification allowing counselors to disclose otherwise confidential information to principals or parents when a clear and present danger to the student and or others is evident also provided support for counseling services.

II. *"Strengthening the common bond . . ."* Five President's Messages appeared in Compass entitled "What Does It Matter," "E Pluribus Unum," "Lessons from Lobsters," "Our Aim Is the Same," and "We Are One." Three hundred fifty participants were welcomed to the CCCCA's Southern Conference in Pasadena and apprised of the CPGA perspective. The WRBA of the APGA was informed of "Services Offered CPGA Members" at their annual meeting. WRBA's Newsletter *Ramblings* carried four "News Reports" addressing the California scene. The 1982 CPGA Convention was cosponsored by the 13 WRBA States and the NCPGA.

III. *"Representing Counseling/Guidance . . . long-range funding."* A meeting was arranged with (1) Mr. Jim Brown, consultant to the Senate Education Committee, Sacramento; and (2) Mr. John Vasconcellos, Chair, Ways and Means Committee, California Legislature, to discuss funding and related matters. *High Visibility* was our number one priority.

IV. *"Increasing interaction . . . Business/Industry."* Progress was made through participation in the California Advisory Council's deliberation concerning Vocational Education. This Council, commissioned by the Governor, met in Sacramento to consider the economic employment and training needs of California's citizens during the 1980s. CPGA was invited to discuss its positions with representatives from Business, Education, Employment, Labor, the Legislature, and the Governor's Office.

V. *"Personal Development courses . . ."* These courses are now considered "credit courses" for purposes of funding.

VI. *"Encourage membership . . ."* We gained members during 1981-82. "EACH ONE, ASK ONE" is catching on. Membership promotional materials were redesigned to suggest a dynamic, vital professional association and to stimulate interest.

Progress in an organization as diverse as the CPGA depends on many factors and many people. Without each of you very little could be accomplished. The 1980s will present a decade of change and challenge for all of us. The country is involved in an unsettling period of social change. Part of this change is rooted in the growth of the self ethic . . . This drive for self-fulfillment is reflected in a remarkable set of changes in attitudes toward marriage, education, family, government, and work.

The Counselor of the '80s will have to adapt to (this) constant change . . . to meet the needs of these new clients . . . The California Personnel and Guidance Association is . . . the most viable association, not only to guide professional counselors through these critical years, but to inform the public at large of the positive services counselors provide.

A personal thanks for your support and assistance. I have experienced a great deal of personal and professional growth. My wish for each of you is "a handful of stars." Truly believe "We are one." — (Excerpted from *CPGA COMPASS*, March-April, 1982).

1982-83
Jim Saum, President

1982 was a critical and pivotal year for the counseling profession. There was a shortage of funds in schools, colleges and universities, agencies, and private counseling offices. Because of this crisis, we selected, as our theme for the year, "A Commitment to Caring" — caring for our clients/counselors, caring for our profession of counseling, and caring for our professional association.

Of concern also to the profession were the "turf battles" occurring among the helping professions. In the private sector, social workers and counselors were battling the psychologists and psychiatrists for the economic advantage of being eligible for third-party payments. This battle

continues. In the schools the Pupil Personnel Services Credential was being revised to require school social workers to go through the California Commission on Teacher Credentialing process for approved programs and having the authorization limited to school social work. Also the State and many county offices were being challenged regarding the monopoly of social workers for many positions. As a result, positions previously reserved to social workers were opened up to counselors.

We moved ahead during the year to make counseling a recognized profession. Studies of societal problems inevitably recommended more counseling. We made progress in defining more clearly the role and function of the counselor. The accrediting of counselor education programs which had been started by CACES was taken over by the AACD Council for Accrediting Counseling and Related Educational Programs. The licensing of professional counselors moved, with a number of states issuing a professional counselor license.

Our annual convention was held in Los Angeles and featured speakers Jack Canfield on self-esteem, Norma and Phil Barretta on NLP, Leo Buscaglia on the loving experience, and Bruno Bettelheim on humanism.

We completed the year with counseling still intact and stronger. It was a pivotal year.

1983-84
Paul Kullman, President

"Beyond 2001: Energizing the Profession for the 21st Century" is the theme for the 1983 CPGA Convention and the theme describing the activities of your officers and Executive Council. I'm delighted to report that your leadership has been active and engaged in the following steps to bring us into the 21st Century.

CPGA Journal

To increase our visibility and potency, the Executive Council has appropriated funds to resurrect the *CPGA Journal*. Under the direction of the Publication Policy Committee (Richard Carhart, Chair; Jack Matlock, Advertising/Subscriptions; and Jerry Olson, *COMPASS* Editor). Ed Whitfield is serving as Editor of the *Journal* which is due to be published this November. We all await the *Journal* as a timely and generic publication.

1984 Convention

Executive Vice President/Convention Manager Dick Hoover reports that our 1984 Annual Convention is well underway. Program Chair Sandy Mattos has developed new criteria for accepting programs, modified the program scheduling, and promises a convention of relevant, high calibre programs in a fun city with fun events!

Professional Liability Insurance

After lengthy negotiations, and despite substantial premium increases, CPGA will continue to offer this program to regular and student members — a membership feature becoming a benefit for more and more of our members each year.

Graduate Students

Recognition of this large and important cross-section of our membership has led to the appointment of a Graduate Student Liaison, Wade Hawley, who is busy developing a proposal to give this new source of potential members a more active voice and role within CPGA. The Executive Council has requested that each division, affiliate, and chapter ensure representation of graduate students on its governing board.

Membership

The sine qua non of any professional association is another major concern. Winnie Strong has developed new ideas for both membership promotion and retention. We also hope to further the progress of several new state divisions.

Name Change

This discussion has been going on for several years. The vast majority of members feel that some form of the word counseling should appear somewhere in the name of our organization. Last February the CPGA Executive Council agreed to consider a name change to California Counseling, Personnel, and Guidance Association. However, since that time, APGA has changed its name to the American Association for Counseling and Development. Are we to remain CPGA, or become CCPGA, or CACD? We hope to resolve this important issue this year. Watch the next issue of *COMPASS* for "pro and con" arguments.

Ethics and Professional Standards

An area of increasing relevance as our profession grows in stature, credentialing, and licensing. Gordon Footman is chairing this committee which has been charged with compiling the various existing standards and licensing/credentialing requirements, and developing guidelines and procedures for the censure, suspension, and revocation of membership.

Legislation

Your Legislative Relations Committee (Clayton Nakagawa, Chair) has been extremely active throughout the 1983 Legislative Session. Just take a look at the Legislative Score Card on page 3 and you'll see why this "Legislative Team" deserves our thanks!

Sound exciting? It is! And these are only some of the major activities we're dealing with. We have assembled a vibrant leadership, teaming with creativity, dedication, and concerns, that is doing everything possible to guide and vitalize our profession for "Beyond 2001." Thank you for the opportunity of being part of this team! — From *CPGA COMPASS*, September, 1983).

1984-85
Gerald T. Olson, President

In brief, during my term CACD conducted a successful 1985 convention, had a balanced budget, and had more assets than it had in the previous eight years. Membership increased, the *CACD Journal* was reborn, and legislative initiatives were given greater emphasis. An electronic data processing program for CACD was developed, and computer hardware

was installed at headquarters. "Key person" insurance was purchased to protect CACD from the sudden loss of its CEO, and a new secretary was hired for the office. The content of my term as stated above meshed with the context I attempted to construct for the advancement of counseling.

I attempted to develop two basic themes: first, that counseling is a good thing in and of itself, and, second, that counselors are worthy professionals. There was some doubt in the land at the time; counselors were somewhat alienated from themselves and the political forces coming down on them. I addressed many of the issues counselors were especially concerned about. Some of them were: political influences, computers, competence, and cohesion. Others were: elementary school counseling, ethics, and gender equity. I even spoke to careering, the quest for consciousness, and schools without counselors. Above all, I cared about CACD and all of my colleagues associated with it.

I am indebted to the following named persons who made my presidency run smoothly. They are: Dick Hoover, Gordon Footman, Morgan Vail, Paul Bloland, Ken Matsuura, Winifred Strong, Romeria Tidwell, Judy Wilson, Frank Gutierrez, Alice Cochran, Ben Reddish, Paul Kullman, Bert Bales, and Anne Upton (who is deceased but not forgotten).

Thanks to all of you for electing me your president for a year. Truly, they were good times. Long live CACD.

1985-86
John Patterson, President

The Call for Reform

In the midst of megatrend changes in California, and disarray in the liability insurance business, they came from all over the state. From Eureka to San Diego, a committed band of CACD leaders gathered at Camp Max Strauss (in the foothills of Burbank) to create a new vision of uniting CACD for greater effectiveness, now and in the future.

They were charged to (1) create a statement of mission — "who we are," "what we stand for," and "where we are going"; (2) clarify the major concepts that link us together as CACD; (3 identify the priority goals and activities for the divisions, chapters, and affiliates to pursue together as CACD; and (4) provide an ongoing process for CACD to implement the vision, goals, and services.

Who were they who came, saw, and acted? They were 31 officers and members who represented virtually every division, affiliate, chapter, and committee of CACD: Pat Ainsworth, June Aoki, Sally Asmundson, Bert Bales, Ed Becker, Howard Black, Paul Bloland, Ken Byrd, Louis Falik, Colleen Gee, Bob Godinez, John Hall, Jim Hastings, Wade Hawley, Dick Hoover, Nikki Howard-White, Paul Johnson, Richard Corak, Pat Nellor Wickwire, Bobbi Nesheim, Gerry Olson, John Patterson, Ben Reddish, Jay Rollings, Elaine Rowen, Jim Saum, Art Tenbrink, Gene Unger, Joan Vitorelo, Shel Weissman, and Judy Wilson.

The Acts of Reform

With the help of Ann Gordon, our skilled facilitator, the participants

forged the platform to guide CACD for the next 18 months. After two days of visioning, brainstorming, priority-setting, and consensus-gathering, it all came together resulting in (1) the core of our mission; (2) four priority goals; and (3) a strategy for continuously providing clear direction, planning, and implementation.

Specifically, the following proposals were developed:

1. *Mission:* CACD is the leading force for the advancement of excellence in counseling and development across the lifespan and across the community. CACD is the association which provides professional identity and leadership through an organized program of professional development and program advocacy.
2. *Professional Development.* An organized program of professional development is to be activated as an urgent priority of CACD. Specifically, a CACD professional development committee is to be created with representation from each division, chapter, and affiliate. In addition to the Annual Convention, *COMPASS*, and the *CACD Journal*, new workshops and conferences are to be developed. Generic topics are to be handled by CACD, and specific work-setting topics will be handled by divisions/affiliates/chapters in co-sponsorship.
3. *Identity.* Build an identity for counseling as a profession. Specifically, the priority is to develop a simple written definition for use by CACD members. The definition will be based on a comprehensive review of descriptions from legislation, regulatory bodies, employers, educators, CACD divisions and affiliates, AACD, and our membership.
4. *Legislation.* Develop a long-range legislative plan to further create a presence in the legislature and get legislation supporting counseling passed. The recommendations of the Ad Hoc Committee for Proactive Legislation were accepted to implement this proposal.
5. *Reorganize:* Consider the restructuring of the organization of CACD to provide greater efficiency and effectiveness.
6. *Continuing Renewal:* Establish "Next Steps" for continuation of the CACD planning process. Specifically recommended were dissemination of the Planning Retreat proceedings, a progress review session at the February '86 convention, and conducting a similar planning retreat every two years.

Implementing the Reform

The CACD Board of Directors met immediately following the planning retreat to consider the proposals. All six proposals were unanimously approved. President John Patterson and President-Elect Ben Reddish were directed to form committees to put the proposals into action over the next 18 months.

We're on our way! I'm asking each member for your wholehearted support and involvement in CACD during this crucial time.

With California leading the way into the Information Age, CACD has the opportunity to expand the horizons of counseling and development beyond our dreams.

Your involvement and support can make the next 10 years the most exciting of your professional life! — (Excerpted from *CACD COMPASS*, November-December, 1985).

1986-87
Benjamin J. Reddish, Jr., President

Who could have prognosticated the status of our profession 25 years ago, today, as we approach 1992 in celebration of the silver anniversary of CPGA/CACD?

I was privileged to be elected your president for 1986-87. We rallied around the theme, "Unity Through Diversity, The Human Dimension."

Our accomplished goals included the following:

1. To increase membership at all levels of the profession.
2. To support legislative activities for counseling.
3. To promote the involvement of graduate students as members of the counseling profession.
4. To promote efforts to train counselors for cultural diversity.
5. To encourage and promote international communications with counselors and counseling organizations of other countries.
6. To encourage new leadership involvement.
7. To promote strong multicultural awareness.
8. To re-emphasize activities and promote improved resources for elementary counseling.
9. To promote a strong public relations campaign to educate the public at large and the lawmakers specifically of our unique qualities and skills.
10. To be proactive on all human rights issues.

We live in a society that has become and will continue to become increasingly technological in nature. The fact that lifelong learning will continue to be a prerequisite for living the highly technological, multicultural, rapidly changing world requires that our clients/students develop certain attitudes and coping skills.

These students need trained professionals who can provide them with skills in addition to educationally oriented counseling and guidance services.

The new problems of a new age require different and better counseling and development than those of yesterday or 25 years ago. We look back at history to help us to understand and clarify the present as we plan for the future in our profession. History is a mere penstroke away; even though we can't read what is said until tomorrow, it is essential that we remember that it is being written today.

I believe Dr. Benjamin E. Mays, late President Emeritus of Morehouse College, stated it best on achieving success:

> It must be borne in mind that the tragedy in life doesn't lie in not reaching your goals. The tragedy lies in having no goals to reach. It isn't a calamity to die with dreams unfulfilled, but it is a calamity not to dream. It is not a disaster to be unable to capture your ideals, but it is a disaster to have no ideals to capture. It is not a disgrace not to reach the stars, but it is a disgrace to have no stars to reach for . . . not failure, but low aim is sin.

To maintain our credibility are we willing to make a "quantum leap" into the future? What will the next 25 be like?

1987-88
Bob Godinez, President

1987-88 was a year of consolidation for CACD. While still struggling with the aftermath of Proposition 13 and the loss of our professional liability program, our efforts were directed towards revitalized services and strengthening our internal organization.

We chartered the California Association for Adult Development and Aging, and our caucuses worked extremely hard to energize their own programs as well as to cooperate with each other to develop relevant programs. In addition, we revamped our Elections Code.

CACD co-sponsored three major programs during the year; the *Journal* continued to flourish; we produced a set of Study Guides for the NBCC Exams. Most importantly, we established an AIDS Task Force to assist our colleagues in dealing with the psychological trauma associated with this devastating epidemic.

Our annual convention was spectacular, with over 2,000 participants enjoying Jack Canfield, Paul Volberding, and John Vasconcellos. Paul Bloland received our highest honor, the Clarion Modell Award.

While we did not set California to shaking, I felt as though we accomplished our goals by setting some future directions while delivering quality services to our membership.

It was a privilege not only to serve as CACD President but to have been the first Hispanic so honored. Again, I want to thank our members for what was perhaps the best experience of my professional life.

1988-89
Pat Nellor Wickwire, President

CACD emphasized the affirmation and the celebration of quality in the profession in 1988-89, with the theme, "Stretching Our Limits — A Drive for Excellence." CACD and 22 divisions, affiliated associations, and chapters collaborated in working toward comprehensive and integrated counseling programs throughout the life span, the design and delivery of counseling programs and services with positive outcomes for clients, equal opportunity, professional enrichment and advancement, a healthy profession, and a healthy professional association.

CACD supported (a) policy, program, and professional development; (b) professional advocacy, publications, communications, public relations, and public information; (c) membership development, services, recruitment, and retention; and (d) governance, operations, and finance.

CACD sponsored or co-sponsored numerous regional and statewide conferences, workshops, and seminars on professional, societal, and consumer concerns; conducted an overseas professional development seminar; agreed to co-sponsor a future international conference; and increased attendance and broadened the scope of the annual convention, with participants from 12 states and five foreign countries.

CACD promoted multicultural and crosscultural awareness, continued

liaison with other associations and boards, and continued networking regarding human rights.

CACD adopted a position paper on HIV (AIDS) disease, entered a partnership with ERIC/CAPS for resource acquisition and dissemination, published a theme section on school counselor preparation in the journal, adopted revised ethical standards and provided copies to all members, and offered a review guide for professional examination preparation.

CACD assisted in reactivating and building counseling programs in several locations statewide, supported career counselor and rehabilitation counselor licensing, and initiated legislation for comprehensive elementary and secondary school counseling programs. CACD formed the federal government relations committee, contracted with legislative counsel, held a participatory model legislative hearing, and obtained a legislative grant.

CACD continued the newsletter column about professional ethics and initiated a column about federal legislation and a column for graduate students in the newsletter, conducted an open session for all members for an exchange of ideas for CACD, initiated convention meetings of past presidents, and instituted a professional development award. CACD increased membership, began to form CARVIC, stressed member participation and representation, offered pre-retirement planning programs and other benefits, raised funds, cut operating costs, addressed cash and cash flow problems, and initiated check-and-balance systems.

CACD maintained headquarters services, initiated steps toward the state registry of counselors, created logo lapel insignia, and initiated revision of the bylaws and the governance handbook. CACD worked to create visibility, market our message, establish the rightful and necessary place of counseling, and develop a climate of community.

In summary, 1988-89 was a good year for CACD. Many signs of a maturing profession and a maturing professional association were evident. The many challenges, problems, opportunities, and responsibilities incumbent in maturation were addressed.

1989-90
Mackie J. Jeffus, President

1989-90 marked the fourth year of CACD's estimated five-year recovery period. CACD had borne the heavy loss of members and fiscal well-being resulting from non-renewal of the dues-paid professional liability insurance program for members in 1985-86. Ten of the 12 loans CACD secured for operating were repaid during this term of office, and some of these loans were repaid before their due dates.

During this period of time, CACD membership co-chairs Jackie Allen and Joan Stanley made a steady gain in membership, leading us toward our peak goal of 1985.

A minimal dues increase before 1989-90 assisted CACD in meeting operating costs during September and October, 1989.

A task force was appointed to research costs for awarding special pins to members honoring long-term continuous membership.

Legislative Counsel Don Burns' services were contracted beginning January 1, 1989. This was actually accomplished two years sooner than the Association recovery plan had anticipated.

Planning and organizational meetings were held to discuss forming two new state divisions, California ARVIC and California ASGW.

CACD implemented the "800" intra-state line in a move to assist the flow of operations at headquarters.

CACD joined the California Coalition for Mental Health. The association became partners with 19 other statewide organizations in advocating mental health services.

CACD Executive Council reviewed the association's bylaws and prepared a preliminary report to the members.

CACD's position referral service was organized and initiated as an additional service for all CACD members.

All CACD's budget obligations were met at the end of the fiscal year 1989-90.

1990-91
John Hall, President

Serving as President of CACD during the 1990-91 term was a very rewarding and special experience for me. The Executive Council worked well together, and we shared a cohesive and cooperative spirit throughout CACD and the divisions and affiliates. I particularly enjoyed working with many of the people that I had known for many years but had not had the opportunity to work with closely. CACD has a very talented membership; that was made evident to me during the term of office, when so many graciously offered their services to assist in many ways.

One of the greatest accomplishments during the 1990-91 term was the strengthening of the CACD Education Foundation by moving a number of activities into the Foundation. This allows the members to have the advantage of making tax-deductible donations, and at the same time allows the CACD Education Foundation, divisions, and affiliates to benefit from the expanded financial base. The offering of life memberships was another plus for everyone and allowed CACD to benefit by reducing some of our financial obligations.

The establishment of the CACD President's Award was very exciting; I presented the first award to Assemblyman John Vasconcellos at the CACD Convention in recognition of his lifetime quest to promote self-esteem and for his support of legislative efforts by CACD. In his remarks he stated that he still appreciates, respects, and uses counselors in his own quest for self-esteem.

The 1991 CACD Convention was full of activity, energy, and excellent workshops and exhibits. The Persian Gulf involvement, economic restraints on school districts, and the weather were all against us, but in spite of these we had an excellent convention. The convention planning committee did an outstanding job in coordinating all aspects of the convention.

Volume 11 of the *CACD Journal* was another excellent accomplishment of the 1990-91 term of office, and I want to thank all of you who contributed. The *CACD Journal* is one of our most important projects, and I am grateful that Dr. Patricia Nellor Wickwire so graciously accepted the position of editor and presented us with such an excellent collection of articles.

The financial picture across the United States impacted all of us in CACD at many levels, including personal, professional, and organizational. The mental health field has felt the brunt of many budget reductions, and this has impacted us more and more as the years pass. During the 1990-91 term of office CACD was able to operate within our budget, but saw many of our members being faced with reductions-in-force due to budget cuts in the work arena. The fact that we have the "Education President" and the "Education Governor" makes things seem like they are in our favor until we look at the financial picture. Hopefully, we will see a turn of events and we will see restorations and expansion of programs and services in our mental health professions.

It was a pleasure to serve as President of CACD, and I am proud to be affiliated with such an outstanding organization. Please accept my congratulations as we celebrate our Silver Anniversary. I look forward to many more years as a member and participant in the activities of CACD. I want to express a special note of thanks to Dr. Richard Hoover, Executive Vice President, for all of his support, assistance, and guidance over the years.

CACD / CSCA

a Twenty-five Year Partnership
of
Service, Professional Growth,
and Fellowship

An Interview With Dick Hoover on the Occasion of the 25th Anniversary of the California Association for Counseling and Development

Gerald T. Olson

Abstract

A state association past-president interviews the association chief executive officer about 25 years of service.

The man who has piloted the good ships California Personnel and Guidance Association (CPGA) and California Association for Counseling and Development (CACD) from the very beginning in this state is Dick Hoover, the association's executive vice president. His knowledge of the history of CACD is deep and broad. As part of the 25th anniversary celebration of CACD, an interview was conducted with Dick about some of the events during his tenure as the mainstay in our professional organization.

Olson: What were the beginnings like, Dick? Who was involved in the genesis of CACD?

Hoover: I was a member of the original organizing committee along with Betty Ellis, Harry Smallenburg, and others. Betty was the founding president, and Harry was the first operating president. Betty was honored because she contributed so much to getting the organization under way. Harry had a leadership position at the Office of the Los Angeles County Superintendent of Schools (OLACSS) which involved psychological and guidance services and served as a solid base on which to build. Harry did a six-month tour of duty, and was then elected for the full year 1967-68.

Olson: Harry Smallenburg and I never crossed paths, to my regret, but I know what he looked like because Gloria Chandler, his secretary, keeps a picture of him at her work station. Harry is deceased, but Gloria is still extolling his virtues.

Hoover: Yes, Harry is the only past president who has passed away. Betty lives in Kansas City now, and I hear from her once in a while.

Olson: What jobs did you have back then to support yourself? I know you were the director of research and pupil personnel at the Hemet Unified School District. Right?

Hoover: Yes, from Hemet I went to work at the U.S. Office of Education, Region IX, and the American Personnel and Guidance Association (APGA), when Bill Dugan was the president.

Olson: I remember Bill. He came to the University of Southern California (USC) when I was an NDEA (National Defense Education Act)

Gerald T. Olson is Consultant in Career Counseling and Development, Los Angeles County Office of Education, Downey, California.

scholar there. He was making a visit to the counselor training program which Earl Carnes headed. Bob Swan was also an instructor at USC at the time. That was before he went to the California State University at Long Beach, where he subsequently established himself as "Mr. Career Guidance."

Hoover: Earl also helped to launch CPGA.

Olson: When was CPGA chartered, and when did you become its executive director?

Hoover: CPGA was chartered during March of 1967, but didn't become fully operational until 1968, when I, incidentally, became the second president, third if you count Betty. In 1969, I was asked to become the executive director, and I accepted.

Olson: Did you have an office? Those must have been lean years.

Hoover: The office was on Sepulveda Boulevard near the Los Angeles International Airport. Chris Seiffert came back from Washington, D.C., with me to staff it. At first I was a half-time director and a half-time consultant at OLACSS. That lasted a semester. The next year I worked half-time as the CPGA director, and half-time at USC under Earl Carnes.

Olson: What lasting contribution has CACD made?

Hoover: The Human Rights Committee comes to mind. Initially, Jane Rummel from Oakland headed it. In those days it was a committee. Now the human rights representative, Frank Gutierrez from Sacramento, is a member-at-large of the Board of Directors. Ben Reddish of Stockton, currently the chairperson of the International Relations Committee, served CACD in that position for a decade.

Olson: What sorts of things did this early emphasis on Human Rights accomplish?

Hoover: It created sensitivity on the CPGA Board and in committees to the minority community, cultural differences, and sexist language. Ben got involved at the local level in Stockton and Palos Verdes, where members felt they were not being treated fairly. Frank's approach is through counselor education programs where there seems to be a lack of representative ethnic involvement, given the current demographics of both students and educators.

Olson: How many members did CPGA have when you were the president, Dick?

Hoover: We had 4,500 members, and dues were $10 a year. There were six divisions. They were: CSCA (California School Counselor Association), the largest; CACES (California Association of Counselor Educators and Supervisors); CVGA (California Vocational Guidance Association), now the California Career Development Association (CCDA); CAMEG (California Association of Measurement and Evaluation in Guidance), now the California Association for Measurement and Evaluation in Counseling and Development (CAMECD); CECA (California Employment Counselor Association); and CRCA (California Rehabilitation Counselor Association). The membership goal was 5,000 members, and we came close with 4,900.

Olson: What does the profile of CACD look like now?

Hoover: Today Jackie Allen of Fremont is president; Richard Gonzales president-elect; John Hall of Los Angeles, immediate past president; and Elbert Bales, chief financial officer. We have 2,300 members, with 16 divisions and affiliated associations, plus two more waiting to be chartered. The dues are now $95 a year plus division and affiliate dues.

Olson: How many presidents has CPGA/CACD had?

Hoover: There have been 26, counting Betty Ellis.

Olson: What are some of the high points that CACD has had during the past 25 years?

Hoover: High point: We have taken a proactive stance concerning legislation. Pat Hewitt was our first advocate and she is still actively involved for the school psychologists group.

High point, low point: Professional liability insurance. It increased membership but opened the door to lawsuits against the association as guarantor. There was a $500 deductible. One member was sued twice and disappeared, leaving CACD responsible.

High points: The establishment and the re-establishment of the *Journal.*

High point: We established a labor relations commission in conjunction with the school psychologists and psychometrists and the school counselors. Collective bargaining had been instituted in the public schools of California by the so-called Rodda Act, which caused quite a bit of turbulence. The association worked hard with school counselors to train them in negotiations. It was hoped that they would establish their own bargaining units, but few did. Chuck Parent was our field service representative. Later Tom Agin took the leadership of the California Pupil Services Labor Relations Corporation, which was funded by a grant from the CSCA and the California Association of School Psychologists and Psychometrists. This movement lasted four years. Each local group had agreed to contribute to the funding of the corporation based on its size. But when they got their contracts, more times than not, they reneged on sending in the money. Needless to say, the corporation went out of existence. But the calls for help kept coming in. So, we have had high points and some low points.

Olson: When did CPGA/CACD move to the 654 East Commonwealth Avenue, Fullerton, address?

Hoover: We moved in 1971. Chris Seiffert married, and moved to Colorado. Betty Stephenson came aboard during 1971. Now we have Sharon Barth, office manager and cashier, of Fullerton, who established herself with CACD February 28, 1975. She has been on staff now for 17 years. It hardly seems possible that time has passed at such a fast clip. Or is it just me?

Olson: No, time does fly. But the CACD office has just made another move, right?

Hoover: Yes. The facilities we now have are an improvement. We moved to 2555 East Chapman Avenue, Fullerton, on July 1, 1991.

Olson: CACD has great conventions. Has there been one every year? Where do they usually take place?

Hoover: Thanks. We have had a convention every year. They are extremely important because they help to underwrite the costs involved with an operation this size. We have had them in four locations: Anaheim, Los Angeles, San Diego and San Francisco.

Olson: Which was the largest convention?

Hoover: It was not a CPGA/CACD convention; it was the CCGA (California Counseling and Guidance Association) convention in San Diego in 1967. Five thousand people showed up.

Olson: How do you account for that?

Hoover: It was the result of the thrust brought about by Sputnik, the satellite the Soviets launched and orbited during the Eisenhower administration. One of the national responses was called the NDEA (National Defense Education Act) or Title 5-A. That is when educators were trained to become counselors. It was one result of a mandate from the federal government. Those were the glory days of counseling and guidance in the schools.

Olson: Which convention, over the entire 25-year time span, was the most memorable?

Hoover: The most memorable convention had nothing to do with the number of people attending. It was at the San Francisco Airport Marriott Hotel. The weather was stormy outside, and one result was a power failure. The general session was held by candlelight. The attendees demonstrated a high degree of collegiality, a sense of humor, and cohesion.

Olson: I remember well. During my term as president you were honored by USC, Dick. Memory tells me that the Delta Epsilon Society designated you as Lecturer for 1983 based on your achievements, many of which go beyond your work with CACD.

Hoover: Yes, that is true, and I really appreciated it.

Olson: Okay, I'll let you slide on that one. I know how modest you can be. But you have seen changes, major changes. What are some of the ones you think are important to CACD?

Hoover: Perhaps the changes are larger than our limited professional concerns. They could be a reflection of the changes that have taken place in our society. One is the attitude toward volunteerism. People are not as prone to volunteer as they once were. Perhaps it is because of the pressures they feel related to their professional activities. Controls seem to be tighter on counselors than they once were.

The impetus for starting CPGA came from what are now called state chapters like the Los Angeles PGA, the San Diego PGA and the Northern California PGA. Over the years these chapters have become weaker. The northern California chapter requested that its charter be suspended. San Diego is struggling, and Los Angeles deactivated. Orange County is trying to reactivate under the leadership of Ron Lackey of Chapman University. Sacramento became San Joaquin Valley, then deactivated. Riv-

erside-San Bernardino is functioning reasonably well. State chapters have gone from eight to three, with only one doing fairly well. This is unfortunate because the profession needs strong local involvement.

Olson: What are the major thrusts of CACD at this juncture while it is "celebrating 25 years of service"?

Hoover: There are four basic thrusts for CACD: to update skills via workshops and the annual convention; to provide publications, for example, the CACD *Journal*, and the CACD *COMPASS;* to give support to divisions and affiliated organizations; and to monitor legislation and take an active stance when it is appropriate. I regret that CACD has discontinued publishing monographs as part of its publications program. I believe they served a good purpose and were important to the profession.

Olson: What about CACD's affiliation with the national association over the years?

Hoover: The first executive director of APGA/AACD (American Personnel and Guidance Association/American Association for Counseling and Development) I dealt with, Bill Dugan, believed in state organizations. After he left, the attitude toward state organizations seemed to change. Now there is a new man at the helm of AACD. His name is Ted Remley. Under his sway AACD is making a discernible effort to reach out to state ACDs, provide services as best it can, and attempt to create a win-win climate for all concerned.

Olson: I have one last question. What lies just over the horizon for CACD?

Hoover: The big picture is that we are, and could continue to be, struggling due to the economic recession we are having. The state budget has been depleted. The economy is in irons. The next couple of years will be survival time, but I am certain that CACD and the profession will emerge stronger than ever. The public school sector may not be able to provide complete school counseling services in the immediate future. Thus, we may find a new breed of educational counselor emerging. They could go into private practice, into the marketplace. They would still find a home with CACD.

President Bush has been given credit for the phrase, "a kinder and gentler nation." I believe attitudes will change away from materialism and self-centeredness toward a more humanistic outlook. When that happens, counseling will regain its rightful place in our society.

THE DIVISIONS,
THE AFFILIATED ASSOCIATIONS,
AND
THE CHAPTERS OF CACD

CONGRATULATE

THE CALIFORNIA ASSOCIATION FOR COUNSELING AND DEVELOPMENT

FOR 25 YEARS
OF OUTSTANDING CONTRIBUTIONS TO THE
COUNSELING PROFESSION

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CACD Celebrates 25 Years

Pat Nellor Wickwire

Abstract

Happenings of the California Association for Counseling and Development (CACD) throughout 25 years are revealed in the headlines of CACD publications.

March 22, 1992, will mark the Silver Anniversary of the receipt of the charter of the California Personnel and Guidance Association (CPGA), now the California Association for Counseling and Development (CACD). The American Personnel and Guidance Association (APGA), now the American Association for Counseling and Development (AACD), awarded the charter in a ceremony on March 22, 1967.

Many activities, many accomplishments, and much growth have accurred in these 25 years. Many contributions have been made to the profession and to the professional. A review of the *CPGA News Journal*, the *CPGA COMPASS*, and the *CACD COMPASS* was conducted to identify these. In this article headlines from these publications are reproduced, as a brief survey of *some* of the happenings throughout the years.

The First Decade: 1967-77

1969 CPGA Convention A Job Well Done — "Alienation: Dimensions — Directions — Solutions"

California Division of ACPA Forming

CSCA Charters Eight Branches at Convention

1970 CPGA Convention Workshop Suggestions Wanted: "Involvement Through Communication"

Sacramento Area Personnel and Guidance Association News

A Self-Referral System for Elementary School Counseling Services

"Search for Survival" 1971 CPGA Convention Theme

CRCA Licensure Bill Introduced

Abortion Topic for Delta PGA Workshop

Chicano Caucus Granted Official Status

'72 CPGA Convention Committee Issues Call for Program for "Caring People Give All — Appeal for Action"

UC Admissions Board Proposals Challenged by CSCA

Association Policies Established through 15 Senate Resolutions

"Are Testing and Equality Compatible?" CAMEG Speaker Asks

CPGA Creates Position of Member-at-Large for Human Rights

CPGA Publishes *Evaluating Pupil Personnel Services*

Pat Nellor Wickwire is Editor of the CACD Journal, Fullerton, California.

CPGA Has Seven Divisions

CCPA Emphasis Will Be Program and Negotiations

Results Systems Management — The Human Side of Accountability Published — CPGA Monograph #6

CPGA and APGA Hold Joint 1973 Convention

"Awareness — Identity — Action" Will Be 1974 Convention Theme

CECA Represented on HRD Task Force on Employment and Job Training

Women's Caucus Formed at San Francisco Convention

CPGA Black Caucus Offers Consulting Services

CPGA Launches Certificate Program in Conjunction with CSULA

CRCA President-elect Challenges Department of Rehabilitation Professional Standards Set for Rehabilitation Counselors

"Challenging Tomorrow" Will Be '75 Convention Theme

CPGA-CSCA Joint Organizational Task Force Considers Restructuring

Paraprofessional Affiliate Forming

San Diego PGA Schedules Professional Growth Day

PAC Asks for Help

Newsnotes from Under the Orange (OCPGA) Umbrella

Asian-American Caucus Joins CPGA Ranks

CACECA Formed — New Affiliated Association

"Renewed Spirit for '76" — CPGA Convention Theme

Learning Disability Conference Held by NCPGA

CRCA Workshop Held on Counselor Ethics

Sex Equality in Guidance Opportunities Workshop Schedule Announced

CPGA Professional Development Commission Established

Federal Legislation Needed for Guidance and Counseling

Humanistic Intergroup Task Force Discusses School District Needs

CPGA Members Present California Counseling Ideas at APGA New York Convention

State PPS Plan Implementation Set

New Meet and Negotiate Law Contains Counselor-Supported Language

McDaniel Foundation Nears Reality

Preconvention Workshop Planned on Carkhuff's Human Relationship Skills

Los Angeles Young Adult Counselors Benefit from CPGA Services

New Gay Life Style Education Commission Established

Convention Placement — A New Look

Call for '77 Convention Programs —"Concerned, Competent, Committed"

Guidelines for Paraprofessionals in Human Services Available

Nation's First Pupil Services Labor Relations Corporation in Operation Through CPGA

Human Rights Commission Stresses Proactive Role — Seeks Membership Involvement

Educational-Career Planning Group Guidance Packages Available for Secondary School Use

The Second Decade: 1977-87

'78 Convention Theme "Resources, Realities, Responsibilities — Daring to Be Effective"

Key Legislation to Appear at '78 Convention

Comments on Counseling the Indian Student

Members Set Direction for CPGA Via Professional Development Needs Survey

Counselors Attempt Higher Education System Intervention

CPGA Delegates Visit Capitol Hill

CPGA Monograph on Ethics Praised

1979 CPGA Convention Planning Committee Gets Ready to "Make It Happen" at the Disneyland Hotel

CECA Challenges EDD on Counselor Attrition and Classification

Busy Summer for CPSLR Includes Favorable PERB Ruling on Counseling and Psychologist Case Load

Women's Caucus Outlines Title IX Requirements

CCPA Fall Conference Planned for Asilomar

Special Services Action Unit: A Report

Monograph Editorial Board Seeks Assistance in Preparing Long-Term Plan

CAMEG/PAC Legislative Telephone Network Set

CACES Standards for Accreditation and Counselor Certification

CRCA Luncheon Speaker Stresses Handicapped Consumerism

Quick Action by CPGA Saves Counseling Education Code Sections

California PGA Leaders to Provide National Leadership

Western Region Education Foundation to Serve Public and Profession

Task Force on Counseling for California Community Colleges

"Here We Go — 1980s" — CPGA's Eleventh Annual Professional and Personal Skill Development Conference

CCCCA Involved in Higher Ed Policy Issues

CPGA Senate Adopts Students' Right to Counseling Resolution

CAMHC Chartered as Newest CPGA Division

CAHEAD and Futures Commission Plan Workshop — "Helping Students Confront the Future"

State Board of Education Adopts First Ever Policy for Guidance and Counseling

CCGA Receives Career Ed Grant

New Action Unit to Present Critical Issues for 1981 at CPGA Convention

1981 CPGA Convention — "Enhancing the Human Condition"

CPGA Involved in State Educational Projects

Riverside-San Bernardino Counties Counselor Association Elects Officers

CPGA Convention '82: "Visible, Viable, Vital"

Parent-Assisted Career Development Sponsored by CPGA

Where Were You in 1921? LACPGA Was Here!

CPGA Task Force at Work: Futurism, Career Ladder, High Technology

CPGA Involved in State Educational Projects

CANWC Chartered

CCGA Establishes Link to AVA and CAVE

'83 Convention Committee Readies Sessions for CPGA Convention: "A Commitment to Caring"

CACECA Wins Statewide Victory

MFCCs Affected by Legislature and by Governor's Action

CACD Ladder Conference Results in Recommendations

CSCA Hosts Leadership Development Conference

1984 CPGA Convention: "Beyond 2001: Energizing the Profession for the 21st Century"

What's This? "CPGA" Becomes "CACD" on March 1, 1984

Inflation Impacts CACD

Certification/Licensure of Career Counselors — A Progress Report

Convention News — 1985 "Committed to Advancing Counseling and Development"

Attention Counselors: Students Advocate Guidance and Counseling Programs to the California School Boards Association

CACD Graduate Student Survey Underway

'85 CACD Hawaiian Seminar Another Smash Hit!

Counselor Board Gives Recertification Guidance — CACD A Charter Provider

'86 Convention Committees Ready CACD Convention Activities for "A Counseling Renaissance — Vision for the Future"

Dr. Anne L. Upton Memorial Fund Board of Trustees Holds First Meeting

CCCCA Survey of Counselor-Student Ratios

CACD Members Think and Talk About Ethics

Professional Career Services for CACD Members

CACD Adopts Definition of Counseling

"Unity Through Diversity — The Human Dimension" Theme for 1987 CACD Convention

The Next Five Years: 1987-92

CACD Adopts Definition of Development

A History of California Legislation — Community Counseling

A Brief History of School Counseling Legislation

Position Paper on Faculty Advising

1988 CACD Convention — The Call Has Been Heard — "Celebration of Wellness . . . Enhancing Self-Esteem"

Professional Development "Hotline" and Master Schedule of Workshops

CAADA Chartered: California First State Chartered

CACD Position Paper on AIDS/HIV Disease

Statewide Career Conference Will Be Held in Orange County

Professional Ethics Survey Feedback

Need a Speaker? — Try CACD's Speaker's Service

'89 CACD Convention Theme "Stretching Our Limits — A Drive for Excellence"

Graduate Student Column

Speaking Multiculturally: Enhancing Multicultural Awareness in the 1990s

ERIC/CAPS Partnership Network Includes CACD

School Counselor Found to Have Acted Responsibly

CCDA-CACD Form Joint Task Force on Career Counselor Registry

"Empowering People . . . Challenge for the '90s" — CACD Convention in Baghdad by the Bay

The Self-Esteem Task Force: A Report to the CACD Convention

Steering Committee Forms California ARVIC Division

CACD Leaders Honored in National Distinguished Service Registry

Are You Still Growing?

Update on Development of Standards for Counselor Education Programs

1991 CACD Convention — "Counseling: The Leading Edge for Maximizing Human Potential"

McDaniel Group to Spotlight Cultural Diversity

New Logo for CACD

CAPSO: Working Together to Promote the Development of Education of California Children

Writing Assistance Team and Writing Interest Network Offered to CACD Members by *CACD Journal*

Sacramento Cultural Diversity Conference a Tremendous Success

'92 CACD Convention Theme, "Challenging, Leading, Serving for Societal Excellence"

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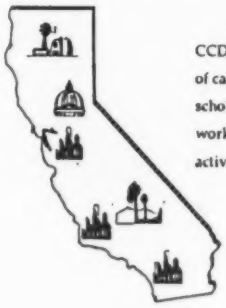

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Professional Practices in Counseling . . .

"Professional Practices in Counseling," highlights functional techniques, procedures, and pointers for applications in various settings within the counseling profession.

Intake as Process

Christopher M. Faiver

Abstract

A brief model of the intake interview, with focus on the mental status examination, exemplifies the author's view of assessment as a process and an important component of counseling and psychotherapy.

Intake is a process and an integral component of counseling and psychotherapy. Intake sets the tone for treatment, for sharing agency and therapist philosophy and values, and for treatment expectations. For example, it provides opportunity for questioning by both counselor and client about the uses of information and serves as an introduction to psychotherapy.

One small but important part of the intake process is the assessment of mental status. This assessment should be preceded by client and problem description and relevant history, and followed by a diagnostic impression and initial treatment recommendations (Faiver, 1988). One guide to the intake process is discussed in this article.

The intake should be an opportunity for both client and counselor to question each other and to share goals and expectations for therapy. Ideally, the therapist who conducts the intake also provides the treatment. However, this is not always possible or advisable, depending upon agency policy and organizational structure or the competencies and interests of the therapist.

Questions for the Intake Interview

Certain questions are uniquely helpful during the intake interview, including:

1. What would be different in your life if you didn't have this problem? [This, of course, is Adler's "The Question," useful for determining organicity versus psychogenic origin for problems of undetermined origin (Adler, 1964).]
2. What is the worst thing that can happen? [Ellis (1989) describes worriers who "catastrophize" their situation, making it out to be worse than it is. This question may help clients put a troublesome situation into proper perspective.]

Christopher M. Faiver is Associate Professor and Coordinator of the Counseling and Human Services Program, John Carroll University, Cleveland, Ohio.

3. Is there anything I haven't asked that you think I should know? (This question can elicit some very useful information.)

With the above as preface, the following is the brief assessment method for mental status. Three areas of mental status functioning are assessed: (a) cognition, (b) affect, and (c) behavior. The questions that follow may be used to note anomalies, rather than all aspects of functioning. They could be placed in a checklist format.

Assessment of Cognition

First, in the area of assessment of cognition, the following are appropriate for inferential observation or for questioning:

1. Is the client alert? Is he or she responsive?
2. Is he or she oriented to person, place, and time?
3. Are thought processes intact?
4. What is the estimated intellectual level: above, below, or average?
5. Is thinking abstract or concrete? [Regressed clients, patients of lower intelligence or of limited social/intellectual exposure, and children operate at concrete levels (Piaget, 1970).]
6. Are recent and remote memory functioning?
7. Is there any evidence of psychosis? Are there auditory, visual, or tactile hallucinations? Are there delusions?
8. Is there evidence of guilt?
9. What is the client's belief system?
10. Is there evidence of suicidal or homicidal thought? (Always ask this question and quote the client's response verbatim.)
11. Does the client exhibit poor judgment? Does he or she have insight into his or her concern?

Assessment of Affect

There are various approaches to the assessment of affect, which is inferential on the part of the clinician in response to observation of client behaviors. Some clinicians view mood and affect as the same; others (American Psychiatric Association, 1987; Roeske, 1972) describe mood as pervasive and affect as temporary. In the assessment of affect, the clinician will want to observe the following:

1. What is the client's overall pervasive mood: dysphoric, irritable, expansive, elevated, euphoric? What is the degree of affect: mild, moderate, or severe?
2. What is the client's current affect: angry, depressed, anxious? Is affect appropriate or inappropriate to cognitions? Is affect flat, blunted, labile? What is the degree of affect: mild, moderate, severe?

Assessment of Behavior

Finally, the counselor makes therapeutic inferences based on the client's behavior. In terms of the assessment of behavior, the clinician will want to observe:

1. Are there any anomalies in terms of the client's appearance? Is

there evidence of self-care?

2. What does the client's body language indicate?
3. What are the characteristics and the quality of eye contact, posture, facial expression, and behavior?
4. What is the client's attitude toward the therapist?

Congruence of cognition, affect, and behavior is significant to note. Incongruity among the three areas generally indicates pathology.

Summary

The intake assessment is an important component of counseling and psychotherapy. Methods of the assessment of cognition, affect, and behavior have been presented.

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The Personal Side of Counseling . . .

"The Personal Side of Counseling" highlights feelings, opinions, and attitudes within and about the counseling profession.

How to Be a Good Psychotherapy Patient

David A. Levy

Abstract

Twenty-four practical pointers are offered for the prowess of the "good" psychotherapy patient.

There is a multitude of books and articles devoted to teaching people how to become effective psychotherapists. However, there is a dearth of literature on how to become good psychotherapy patients. The purpose of this article is to offer you some practical guidelines, suggestions, and techniques that can help you to make the most out of your psychotherapy experience.

Conducting Yourself in the Psychotherapy Session: Twenty Easy "Dos" and "Don'ts"

By far, the most challenging (and yet potentially the most entertaining) aspect of being a psychotherapy patient concerns your relationship with your psychotherapist. It is crucial, from the opening moments of the first phone call, that you get your therapist to like you, to become dependent on you, and to become convinced that only he has the power to cure you. While your therapist is busy delving deep into the inner recesses of your psyche and of your wallet, just follow these 20 easy-to-learn techniques and in virtually no time at all, you'll have him or her eating out of the palm of your hand.

1. *Do* attribute all of your successes to your therapist, and all failures to yourself.
2. *Do* gaze reverently into your therapist's eyes as he pontificates about the nature of the human condition.
3. *Do* occasionally confuse something that your therapist said with something that Freud said.
4. *Do* complain about insensitive and judgmental parents, teachers, and especially, prior psychotherapists.
5. *Do* apologize profusely to your therapist for not showing faster improvement.

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David A. Levy, Visiting Professor of Psychology, Pepperdine University, conducts a private practice in Los Angeles, California.

6. *Do* casually inform your therapist that you're due to come into large sums of money in the near future.
7. *Do*, at random moments, say to your therapist, "You *really care* about me, don't you?"
8. *Do* tell your therapist that you passed up a week in Tahiti, just so you wouldn't have to miss your therapy session.
9. *Do* tell your therapist that when you win the Nobel Prize, you will announce to the world that you owe it all to him.
10. *Do* tell your therapist that you're totally committed to sticking with therapy — even if it takes 50 years.
11. *Don't* point out that your therapist constantly contradicts himself.
12. *Don't* embarrass your therapist by waking him up when he dozes off in the middle of your session.
13. *Don't* tell your therapist that his mind is obviously on everything else in the world, other than what you're saying.
14. *Don't* tell your therapist that his interpretations of your dreams are about as helpful as last year's horoscope.
15. *Don't* say to your therapist, "So, tell me something I *didn't* know."
16. *Don't* say to your therapist, "For *this*, I'm paying you money?"
17. *Don't* say to your therapist, "At least a plumber guarantees *his* work!"
18. *Don't* say to your therapist, "What's the matter? Not smart enough to get into law school?"
19. *Don't* say to your therapist, "Is doing therapy the *only way* you can get your intimacy needs met?"
20. *Don't ever* say to your therapist, "But what should I *do* about my problem?"

Secondary Gains and Fringe Benefits: Getting the Maximum Mileage from Being a Psychotherapy Patient

Irrespective of what actually happens (or doesn't happen) in the course of psychotherapy, the very fact of being a psychotherapy patient can proffer you powerful leverage in all of your interpersonal relationships. Here are four easy pointers:

1. Hide Behind Diagnostic Labels

You can deftly absolve yourself of all personal responsibility for your behavior by cloaking yourself in psychological diagnosis. For example, if someone is, in any way, critical of something you've done, just retort: "Hey, what do you *expect* from me? I'm a passive-dependent personality type with low-grade, uncrystallized borderline personality features!"

2. Use Therapy Against Your Mate

Having an argument with your mate? No problem! Regardless of the content of the argument, you're sure to render your opponent powerless by smugly delivering the line: "Well, at least *I'm* in therapy. What are *you* doing to help this relationship?"

3. Get Back at Your Parents

When your parents ask why you're in therapy, you have your choice of two very powerful strategies, either of which is guaranteed to leave them speechless and riddled with feelings of guilt and self-doubt.

a. The Passive-Aggressive Maneuver

To execute this maneuver, simply follow this prescribed sequence: (1) look confused and disappointed; (2) emit a mildly exasperated, "some-people-never-learn" sigh; (3) walk away, slowly shaking your head and muttering under your breath.

b. The Direct Frontal Attack

For this tactic, just look them both straight in the eyes and shout with great vehemence, "I'll give you two guesses!"

4. Impress Your Friends

When in the company of your friends, make a habit of using psychological terms that you've picked up in your psychotherapy sessions and from watching television shows. Show them how "deep" you are by talking glibly about faulty introspects, repressed libido, inflated personas, irrational belief systems, incomplete gestalts, maladaptive learning patterns, ontological insecurity, dysfunctional family systems, your critical "inner-parent," your battered "inner-child," and your obnoxious "inner-aunt." Occasionally, squint your eyes, tilt your head, and ask people, "Don't you think you're projecting?"

A Final Word

Remember that *it's not easy* to become a good psychotherapy patient. Millions of people never learn. But, *don't get discouraged!* Trust that *you can do it!* Make these strategies a part of your life, and you're well on the way to complete recovery and true mental health.

California Association for Counseling and Development

2555 East Chapman Avenue, Suite 201
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